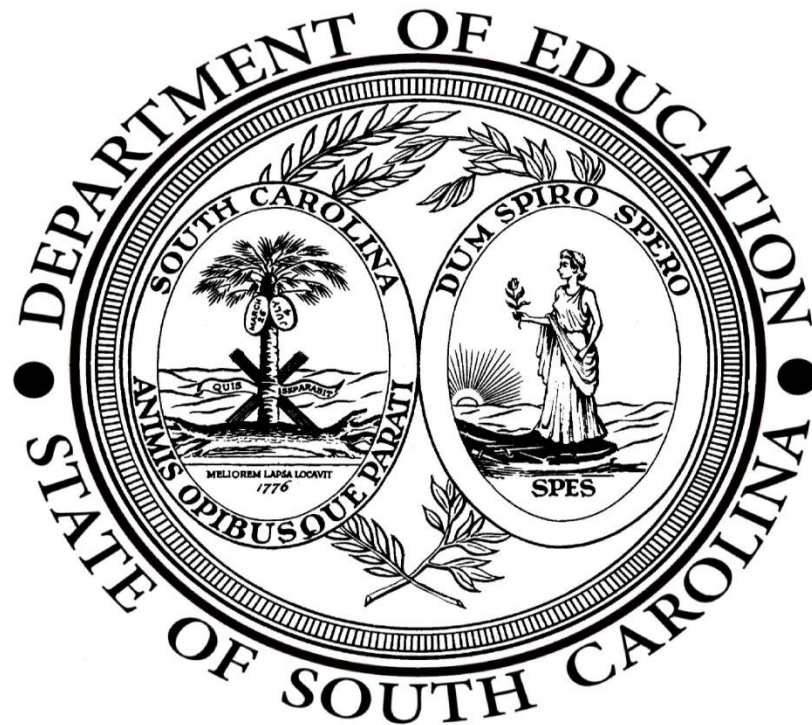


2013 – 2014 FUNDING MANUAL



CHIEF FINANCE OFFICE

FOREWORD

We are pleased to provide you with the *2013–2014 Funding Manual*. This document serves as an important resource for identifying fiscal and compliance criteria for most of the funds disbursed to South Carolina school districts through the South Carolina Department of Education (SCDE). This information should assist you in your analysis of funding allocations and should enhance your ability to maximize the financial resources to your district.

The format of the *Funding Manual* is designed for ease of use in identifying funding sources and program objectives. In our efforts to provide school districts with better tools, we are continuing to improve this document.

As additional or revised funding information becomes available during the school year, we will update the version posted to our Web site. This manual can be found on the Department's Web site at <http://ed.sc.gov/agency/cfo/finance/Financial-Services/ManualsandGuidelines.cfm> under the title *2013–2014 Funding Manual*.

The staff of the Office of the Chief Financial Officer is prepared to provide technical assistance to you throughout the year.



Mick Zais, Ph.D.
State Superintendent of Education

ACKNOWLEDGMENTS

This manual has been prepared through the collaborative efforts of many individuals within the South Carolina Department of Education. Special appreciation is extended to the following team members who have made significant contributions in the coordination and preparation of this publication.

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Introduction

This funding manual is designed to provide the user with an organized, informative source of programmatic guidelines and expenditure guidelines associated with the various funding programs for South Carolina public schools.

This document details the funding levels and **allowed expenditures** of the following sources:

- Education Finance Act of 1977 (Act 163),
- Education Improvement Act of 1984,
- Early Childhood Development and Academic Assistance Act of 1993 (Act 135),
- Education Accountability Act of 1998,
- Child Development Education Pilot Program
- state restricted funding,
- education lottery act programs and
- federally funded programs.

The following format for legal citations is used in the *Funding Manual*. The text reference to the South Carolina Code of Laws is "S.C. Code Ann." [Annotated], followed by the appropriate section numbers. If a section has been amended and is included in the annual supplement, the abbreviation "Supp." and the appropriate year will follow the section number.

The text reference for the 2013-2014 General Appropriation Act will be listed as General Appropriation Act, 2013 followed by any applicable proviso number.

Any questions or comments concerning this manual may be directed to

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Section 1

REVENUE 3300 EDUCATION FINANCE ACT (EFA)

SUBFUND 100 GENERAL FUND

Allocation Formula

The EFA appropriation for 2013-14 is \$1,335,811,295

The ADM (average daily membership) for each student classification is multiplied by the weighting factor for the respective classification to determine the weighted pupil units (WPU) for each classification. The district's total WPU for all classifications is multiplied by the base student cost (BSC) to arrive at the total cost for the foundation program.

The amount of local support the district is required to provide is determined by computing the total statewide collective local share (approximately 30 percent) of the cost of the foundation program multiplied by the district's index of taxpaying ability. The district's index of taxpaying ability is the district's relative fiscal capacity compared to that of all other districts in the State, based on the full market value of all taxable property of the district.

The amount that the State provides to each school district is the difference between the total cost for the district to provide the foundation program and the district's required local support.

Eighty-five (85) percent of the funds allocated through state and local effort for each weighted classification, except the Speech classification, must be spent in direct and indirect aid in the specific program (classification) that serves the students who generated the funds. Districts failing to comply with this requirement are subject to a loss or reduction of state funds.

In order to qualify for state funds under this act, each school district is required to pay each certified teacher or administrator an annual salary in accordance with the State's minimum salary schedule for the employee's experience and class.

base student cost (BSC) = \$2,101

state weighted pupil units (WPU) = 876,359

Allocations for EFA are paid as one-twelfth of the projected total district allocation each month on the following calculation:

Formula Calculation

$(\text{district WPU} \times \text{BSC}) - (\text{state WPU} \times \text{BSC} \times \text{index} \times .3) = \text{district allocation}$

Legal References

S.C. Code Ann. § 59-20-10 *et seq.* (2004)

Education Finance Act of 1977 (Act 163)

General Appropriation Act, 2012 Provisos 1.3, 1.4, and 1.8

Guidelines

The Education Finance Act of 1977 (Act 163) was developed through a spirit of cooperation among educational interests and legislative leadership. It was enacted to achieve school finance reform and was designed to ensure that every child in each public school receives an educational opportunity that meets state standards. It established a reasonable balance between the portion of the funds to be paid by the State (approximately 70 percent) and the portion of the funds to be paid by the districts collectively (approximately 30 percent) in support of the foundation program.

The purpose of the Act, according to its legislative background, can be summarized in three words: adequacy, equality, and accountability. These are accomplished by providing each public school student an equal educational opportunity in terms of financial support and by requiring each school district to report how these financial resources are used in the providing of educational programs.

So that funds will be equitably distributed to the school districts on the basis of student need, cost factors called “weightings” are used to provide for the relative cost difference among educational programs. A weighting of 1.0 is assigned to students in grades four through eight who are being educated in regular classroom settings. These students are considered to be the most economically educated group. The funding level for this group is called the base student cost (BSC) and supports the costs necessary to meet the criteria established by the State Legislature.

Each school district must maintain a program membership for every school in that district by compiling the student membership for each of the fifteen classifications. The cumulative 135-day ADM of each school district by program classification determines the district’s monetary entitlement. The district’s ADM is computed and reported in accordance with the regulations of the State Board of Education. Funds are disbursed monthly to the school districts. The final allocation of state funds is based on the cumulative 135-day ADM in each classification.

The following is a list of the classifications, weightings, and revenue codes:

<u>Revenue Codes</u>	<u>Program Code</u>	<u>Classification</u>	<u>Weighting</u>
3311	K	Kindergarten	1.30
3312	P	Primary	1.24
3313	EL	Elementary	1.00
3314	HS	High School	1.25
3315	TM	Trainable Mentally Handicapped ⁽¹⁾	2.04

3316	SP	Speech Handicapped	1.90
3317	HO	Homebound	2.10
3321	EH	Emotionally Handicapped	2.04
3322	EM	Educable Mentally Handicapped	1.74
3323	LD	Learning Disabilities ⁽²⁾	1.74
3324	HH	Hearing Handicapped	2.57
3325	VH	Visually Handicapped	2.57
3326	OH	Orthopedically Handicapped ⁽³⁾	2.04
3327	V1	Vocational (Grades 9–12)	1.29
3327	V2	Vocational (Grades 9–12)	1.29
3327	V3	Vocational (Grades 9–12)	1.29
3331	AU	Autism	2.57

⁽¹⁾Includes Profoundly Mentally Handicapped (PMD)

⁽²⁾Includes Developmentally Delayed (DD) and Other Health Impaired (OHI)

⁽³⁾Includes Traumatic Brain Injury (TBI)

For purposes of implementing Section 5 (3) of the SC Education Finance Act of 1977, in which eighty-five percent of the amount determined for each weighted classification in Section 4 (1) (d) shall have been expended in the program which generated the funds, the following expenditure tests shall be made.

- A. Category I program standard required expenditure equals eighty-five percent times ADM times base student cost times program weight.
- B. Category II program standard required expenditure equals eighty-five percent times ADM times base student cost times (program weight minus base student weight).
- C. Category III program standard required expenditure equals ADM times base student cost times .04 plus district average FTE in vocational program times ADM times 1.25 times base student costs with results times eighty-five percent.

For these purposes, programs shall be classified as follows:

Category I Programs

- 1. Kindergarten
- 2. Primary
- 3. Elementary
- 4. High School
- 5. Trainable Mentally Handicapped
- 6. Homebound

Category II Programs

- 1. Kindergarten
- 2. Primary
- 3. Elementary
- 4. High School
- 5. Trainable Mentally Handicapped
- 6. Homebound

Category III Program
1. Vocational

The appropriate accounts for **allowed expenditures** are

100-100-100**	100-200-100**
100-100-200	100-200-200
100-100-300	100-200-300
100-100-400	100-200-400
100-100-500	100-200-500
100-100-600	100-200-600

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with EFA guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

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Section 2

EDUCATION IMPROVEMENT ACT (EIA)

The Education Improvement Act of 1984 was South Carolina's original blueprint for enacting a quality program of public instruction for current and future generations. A one-cent state sales tax increase provided additional funds to

- raise student performance by increasing academic standards;
- strengthen the teaching and testing of basic skills;
- elevate the teaching profession;
- improve leadership, management, and fiscal efficiency;
- implement quality controls and reward productivity;
- create more effective partnerships among schools, parents, community, and business; and
- provide school buildings that are conducive to improved student learning.

The Education Improvement Act represents South Carolina's effort to improve the quality of its public education system. The Act is a comprehensive education reform plan containing specific programs and strategies for improving public education in the State, as well as mechanisms for distributing funds for the Act's implementation.

To guard against school districts' reducing their existing financial effort as a result of the increased level of state funding, the Act requires that each district increase its local tax revenue effort on a per-pupil basis by not less than the annual inflation factor. In addition, each school district is required to maintain the local salary supplement above the required state minimum paid to its certified employees.

In accordance with S.C. Code Ann. § 59-21-1020 (2005), "Any line item appropriation not fully expended for any program under the South Carolina Education Improvement Act of 1984 reverts to the fund."

However, the Office of Finance has determined that because of the nature of certain allocations, the following EIA program strategies are **excluded** from the carryover provision:

National Board Certification (NBC) Salary Supplement (Revenue 3532, Subfund 332)
Teacher Salary Increase (Revenue 3550, Subfund 350)
School Employer Contributions (Revenue 3555, Subfund 355)
Technical Assistance – Palmetto Priority (Revenue 3571)
Special Education – MOE (Revenue 3585, Subfund 385)

Section 3

EARLY CHILDHOOD DEVELOPMENT AND ACADEMIC ASSISTANCE ACT (ACT 135)

The Early Childhood Development and Academic Assistance Act of 1993 (Act 135) offers the opportunity to focus on a planning process that will result in a renewal of schools and school districts in South Carolina. Through the input of all the members of a school community by way of the representatives on the School Improvement Council, these plans serve as a guide to

- place an emphasis on early childhood education and dropout prevention while promoting assistance for students at every grade level that is more flexible and tailored to individual needs and learning styles;
- focus the State's resources on academic success and prevention of academic problems;
- establish the expectation that through extra assistance and learning time that enables young students to attain essential skills and success, all children will be prepared for the fourth grade and all students will graduate from high school with their peers;
- promote the advancement of age-appropriate and individually appropriate curricula and coordinated programs from preschool through grade three that are supportive of the curriculum in grades four through twelve; and
- allow districts and schools greater flexibility in providing targeted, coordinated programs of student assistance.

Section 4

SOUTH CAROLINA EDUCATION ACCOUNTABILITY ACT

The South Carolina Education Accountability Act of 1998 was enacted to establish a performance-based accountability system. This new accountability system focuses on improving the teaching process and learning experiences to provide students with a strong academic foundation. The Act assigns responsibilities for improving student performance and for taking action to improve classroom practice and school performance to the Governor, the General Assembly, the Education Oversight Committee, the State Board of Education, the South Carolina Department of Education, local school boards, colleges and universities, administrators, teachers, and parents. Specifically the accountability system is designed to

- use academic achievement standards to encourage higher performance by aligning the state assessment to those standards and linking policies and criteria for performance standards, accreditation, reporting, school rewards and targeted assistance;
- provide an annual report card with a performance indicator system to provide clear and specific information to parents and the general public about the school's and the district's academic performance and their performance in other areas;
- require all districts to develop and implement local accountability systems to stimulate quality teaching and learning practices and to target assistance to low-performing schools;
- provide resources to strengthen teaching and learning in the classroom in order to improve student performance and to reduce gaps in performance;
- provide support for the professional development of teachers and other school staff; and
- expand the ability to evaluate the system and to conduct in-depth studies on implementation, efficiency, and effectiveness to measure academic improvement efforts.

Section 5

SOUTH CAROLINA PUBLIC CHARTER SCHOOL ACT

The South Carolina Public Charter School Act of 1996 was enacted to provide for the manner in which a charter school shall be formed, funded, regulated, and governed. The Act (S.C. Code Ann. § 59-40-10 *et seq.* (2005)) provides the capability to design and operate public charter schools in order to “improve student learning,” “encourage the use of a variety of productive teaching methods,” “establish new forms of accountability for schools,” and “create new professional opportunities for teachers and create new, innovative, and more flexible ways of educating children within the public school system, with the goal of closing achievement gaps between low performing student groups and high performing student groups.”

The South Carolina Department of Education (SCDE) awards public Charter School Planning-Implementation Grants to eligible applicants with funds provided by the U.S. Department of Education. Information on these federal grants is provided in Section 6 of this manual. Once a charter has been approved by a sponsoring school district, additional state, local, and federal funds are available for the operation of the public charter school. State and local funding is distributed to the charter school according to the following payment method:

The State will make payments for the district to the county treasurer. The county treasurer will disburse funds to the school district. The school district will disburse funds to the charter school based on the following formula:

For a charter school established on July 1, 2014, audited General Fund revenues from FY 2012-13 will be divided by FY 2012-13 weighted pupil units (WPU) of the sponsor district. The result is then increased, or held to 0.00 percent, by the EFA inflation factor. This is then multiplied by the charter school’s WPU.

- Payments are to be made monthly beginning July 1. Before the first payment, the funding calculation must be verified by the SCDE. For new schools, the amount of the payment is based on a WPU estimate mutually agreed upon by the district and the charter school. For existing schools, the prior 135-day student counts are used in the calculation. An adjustment will be made at the 45-day pupil count, and a final allocation will be based on the 135-day pupil count.
- Districts should update a charter’s monthly payments at the 45th day as well as adjusting for the FY 2012-13 audited general fund revenues.
- The charter school will utilize SCDE’s pupil accounting and student accountability systems. The charter school will report its student data to the school district that will in turn report to the SCDE.
- The charter school may negotiate the purchase of other services from the school district (e. g., custodial, warehousing, maintenance).

- Of the funds appropriated, districts with locally approved charter schools will receive funds after verification of student attendance on the fifth day of school at the beginning of each school year for those charter schools with approved incremental growth and due to expansion as provided in their charter application. The Department of Education will release funds to districts on behalf of their charter schools no later than 15 days after receipt of verified enrollment. Districts must provide this funding to eligible charters no later than 30 days after receipt from the Department of Education. Funding will be adjusted at the 45-day school count as is currently the case with the Education Finance Act. This does not apply to schools approved and operating under the South Carolina Charter School District.

A proportionate share of federal and state categorical aid funds (EIA and state-restricted grants) will be disbursed to the public charter school based on the number of students eligible for such funds. In accordance with Section 10306(a) of Elementary and Secondary Education Act, as reauthorized by the No Child Left Behind Act of 2001, Title V, Part B, Public Charter Schools,

each State educational agency shall take such measures as are necessary to ensure that every charter school receives the Federal funding for which the charter school is eligible not later than 5 months after the charter school first opens, notwithstanding the fact that the identity and characteristics of the students enrolling in that charter school are not fully and completely determined until that charter school actually opens. The measures similarly shall ensure that every charter school expanding its enrollment in any subsequent year of operation receives the Federal funding for which the charter school is eligible not later than 5 months after such expansion.

For additional information on the funding process for public charter schools, see appendix B.

Responsible Offices: Office of School Transformation
Office of Finance

Contacts: Donna Manning, 803-734-0482 (program questions)
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Section 6

MEDICAID OVERVIEW

The Medicaid program was established by Title XIX of the Social Security Act to provide medical assistance to low-income individuals such as pregnant women, children, and the aged, blind or disabled. The Medicaid program is a cooperative federal-state program where both the federal and state governments participate in the funding. States' participation rates, established by the federal government, are based on the State's per capita income and are recalculated annually. For Fiscal Year 2013-2014, the state participation rate, effective July 1, 2013, is 29.46% with a federal participation rate of 70.54%.

The Act and implementing regulations define the types of services a state may and must offer and the categories of recipients it may and must cover. States design and administer the program under the oversight of the Centers for Medicare & Medicaid Services (CMS). A state's choice as to the medical assistance it offers to various categories of recipients are reflected in its Medicaid state plan, a comprehensive written document that describes the nature and scope of services and recipients of the state's Medicaid program.

In 1997, the State Children's Health Insurance Program (SCHIP) was enacted under Title XXI of the Social Security Act to enable more medical coverage for uninsured or under-insured children. The national reimbursement rate for this program is 79.38% FFP with 20.63% state participation. This law allows states to cover children at various poverty levels through State Plan Amendments. In South Carolina, this program was established as Partners for Healthy Children (PHC). Effective October 1, 2010, SC's PHC covers children at poverty levels at or below 200% FPL for children up to age 19. 200% FPL covers children in a family of four at an income limit of \$3,842 monthly or \$46,104 annually.

School-based health services are an effective method of providing essential medical care to Medicaid eligible children. Section 1905(a) (4) (B) of the Act includes early and periodic screening, diagnostic, and treatment services (EPSDT) as a mandatory Medicaid service for children. School-based services include routine preventive health care, primary treatment and services for children with special needs. South Carolina schools are Medicaid providers eligible to provide approximately 18 Medicaid services to pre-school and school age children.

The Medicaid program also allows reimbursement of costs for administration. The administrative reimbursement rates are the same for all states. The general administrative reimbursement rate is 50% FFP (federal financial participation) and 50% state funds. South Carolina schools presently participate in the Medicaid administrative claiming program, reimbursable at 50%.

Further information on Medicaid can be found by visiting the Department of Education Medicaid Services website at <http://ed.sc.gov/agency/OS/Medicaid/> and the SC Department of Health and Human Services website at <http://www.scdhhs.gov>.

Section 7

EIA Descriptions, Guidelines and Funding (Listed by Revenue Code)

Revenue Code	EIA Subfund	EIA Program Description	2013-2014 Allocation	Page Number
3502	302	ADEPT	\$ 873,909	16
3509	309	Arts in Education	\$ 1,187,571	18
3511	311	Professional Development	\$ 4,136,933	21
3518	318	Formative Assessment	\$ 3,096,281	23
3525	325	Career and Technology Education Equipment	\$ 2,946,296	24
3526	326	Refurbish K-8 Science Kits	\$ 3,000,000	29
3532	332	National Board Salary Supplement	\$ 54,000,000	31
3533	333	Teacher of the Year Award	\$ 155,000	33
3538	338	Students at Risk of School Failure	\$ 136,163,204	34
3540	340	4-Year-Old Early Childhood Program	\$ 15,513,846	37
3541	341	Child Development Education Pilot Program (CDEPP)	\$ 20,240,998	40
3544	344	High Achieving Students	\$ 26,628,246	43
3550	350	Teacher Salary Increase	\$ 125,756,960	46
3555	355	School Employer Contributions	\$ 15,766,752	48
3556	356	Adult Education	\$ 13,573,736	49
3558	358	Reading	\$ 3,271,026	55
3571	371	Technical Assistance Palmetto Priority	\$ 1,862,790	57
3577	377	Teacher Supplies	\$ 13,596,000	59
3578	378	High Schools That Work/Making Middle Grades Work	\$ 2,146,499	61
3581	381	Student Health and Fitness - Nurses	\$ 6,000,000	64
3585	385	Special Education – MOE	\$ TBD	66
3592	392	Work-Based Learning	\$ 3,021,348	70
3597	397	Aid to Districts	\$ TBD	73

REVENUE	3502	ADEPT
SUBFUND	302	SPECIAL REVENUE FUND

Allocation Formula

Funds to support the Assisting, Developing, and Evaluating Professional Teaching (ADEPT) system will be allocated to school districts based on the total available funds divided by the number of certified first-year induction contract teachers participating in ADEPT Induction Programs.

Unexpended ADEPT funds may be carried forward to the next fiscal year and expended for the same purposes.

Legal Reference

General Appropriation Act, 2013, Proviso 1A.45

Section 59-26-40 of the Code of Laws of South Carolina (1976), as amended in 2012, *so as to increase the induction contract period from one year to three years.*

Guidelines

In order to be eligible to receive ADEPT funding, the **school district** must

- develop and submit an ADEPT plan that describes the district's induction and mentoring program, formal evaluation model, professional growth and development initiatives (e.g., diagnostic assistance, competence-building goals-based evaluation, research and development goals-based evaluation, communities advancing professional practices), and ADEPT program evaluation results and implications;
- implement the district's ADEPT plan for the current academic year, as submitted to and accepted by the South Carolina Department of Education (SCDE); and
- report to the SCDE on or before February 15 the names of all certified first-year induction-contract teachers who are participating in induction programs and receiving support from qualified mentors.

Allowed expenditures include costs that are directly associated with ADEPT-related planning, training, implementation, and program evaluation. Allowable expenditures include, but are not necessarily limited to, the following:

- ADEPT-related materials and resources;
- salary supplements and stipends for persons participating in training and/or professional development activities that directly relate to ADEPT;

- substitute teacher reimbursement for teachers participating in training and/or professional development activities that directly relate to ADEPT;
- salary supplements and stipends for personnel responsible for coordinating and/or implementing the ADEPT program (e.g., coordinators, administrative staff, evaluators, mentors);
- base salary and employee benefits for personnel responsible for coordinating and/or implementing the ADEPT program, in direct proportion to the extent of the employee's ADEPT-related job responsibilities. For example, if 30% of an employee's job responsibilities relate directly to coordinating or implementing the ADEPT system, then available ADEPT funds may be used to pay for up to 30% of the employee's base salary and benefits.

The appropriate accounts for **allowed expenditures** are

302-100-100	Instruction Salaries
302-100-200	Instruction Employee Benefits
302-100-120	Instruction Substitute/Temporary Salaries
302-100-130	Instruction Overtime Salaries/Stipends
302-100-200	Instruction Employee Benefits
302-223-100	Supervision of Special Programs Salaries
302-223-200	Supervision of Special Programs Employee Benefits
302-223-300	Supervision of Special Programs Purchased Services
302-223-400	Supervision of Special Programs Supplies and Materials
302-223-500	Supervision of Special Programs Capital Outlay
302-223-600	Supervision of Special Programs Other Objects
302-224-100	Improvement of Instruction In-service and Staff Training Salaries
302-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
302-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
302-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
302-224-500	Improvement of Instruction In-service and Staff Training Capital Outlay
302-224-600	Improvement of Instruction In-service and Staff Training Other Objects

Responsible Office: Office of Instructional Data and Evaluations
 Contact: Joseph Tadlock, 803-734-8368
 E-Mail Address: jatadlock@ed.sc.gov

REVENUE	3509	ARTS IN EDUCATION
SUBFUND	309	EIA FUND
PROJECT NUMBER		TF

Allocation Formula

A single school or district may submit ***only one*** grant application.

Arts Curricular Innovation Grants are provided in two grant categories.

Distinguished Arts Program Grant

A district may apply for a Distinguished Arts Program (DAP) Grant for up to \$40,000 per year, not to exceed \$120,000 for the three-year period. Districts with schools with fourth grade art and music may opt to participate in the South Carolina Arts Assessment Program (SCAAP) for an additional grant award of \$7,500 each year for three schools to participate. Districts may receive an additional grant award for \$3,000 per school each year in districts with fewer than three schools with fourth grade art and music classes.

A school may apply for a Distinguished Arts Program Grant for up to \$18,000 per year, not to exceed \$54,000 for the three-year period. Schools with fourth grade art and music classes may opt to participate in SCAAP and receive an additional \$3,000 each year in funding.

Strategic Planning Grant or Special Project Grant

A school may apply for *either* a strategic planning grant *or* a special project (SP/SP) grant for up to \$3,500.

A district may apply for *either* a strategic planning grant or special project grant for up to \$6,000.

Districts and schools may both apply for a SP/SP grant during the same grant cycle. However, if a district application for a District DAP Grant will deem any school in the district ineligible to apply for a DAP or SP/SP grant.

Legal References

S.C. Code Ann. § 59-29-220 (2004)

General Appropriation Act, 2013, Proviso 1A.11

Guidelines

The purpose of the Arts Curricular Innovation Grants (ACIG) Distinguished Arts Program (DAP) and Strategic Planning/Special Project (SP/SP) is to assist schools and districts to develop and implement arts initiatives that support quality arts education programs that significantly improve student achievement in the arts. ACIG-funded programs must promote innovative development and implementation of appropriate curricula, instruction, and assessment based on the 2010 South Carolina Academic Standards for the Visual and Performing Arts (SCASVPA). ACIG-funded programs must also serve as the foundation to support quality arts instruction and the growth of dance, music, theatre, and visual arts programs in South Carolina schools. Successful DAP proposals must include dance, music, theatre, and visual arts during the course of the three-year strategic plan.

Districts and schools receiving ACIG funding must plan to implement strategically a quality comprehensive and sequential arts education program that includes dance, music, theatre, and visual arts. Applicants wanting to address the Academic Standards for Media Arts must do so through the integration of these standards in dance, music, theatre, and visual arts courses.

There are three types of Arts Curricular Innovation Grants: three-year Distinguished Arts Program Grants, Strategic Planning Grants, and Special Project Grants. Grants will be awarded on the basis of a competitive review of applications.

All K–12 public schools and school districts in South Carolina are eligible to apply for either a DAP grant or a SP/SP grant, but not both. An individual school or district may apply for only one type (DAP or SP/SP) under the ACIG program. Only those districts and schools that complied with either DAP or SP/SP funding and reporting requirements from previous rounds are eligible to apply for funding. If a district submits a DAP grant application, schools within that district are ineligible to submit a DAP or a SP/SP grant application. Multiple schools within a district may apply and receive school-level DAP grants and SP/SP grants if a district DAP grant application is not submitted.

DAP funding over the three-year period is contingent upon the quality of the applicant's continuation proposals for years two and three. Continued DAP funding is contingent on the successful completion/attainment of goals and objectives for the current grant cycle and on the fulfillment of all grant-reporting obligations, including submission of the final report. Schools and districts that have not submitted a final report for current funding will not be considered for future funding. A school or district that does not apply for DAP continuation funding for years two or three immediately following year one or two must reapply during the following grant cycle as a year-one applicant.

Allowed expenditures are limited to those identified in the approved application and include funding to

- plan, develop, and implement arts education curricula, instruction, and assessment;
- develop standards-based lessons and curriculum guides and purchase resources required to implement these lessons;

- hire certified arts specialists or contract with professional artists approved by the South Carolina Arts Commission; and/or
- provide for teacher professional development programs for arts specialists or appropriate classroom teachers.

The appropriate accounts for **allowed expenditures** are

309-100-100**	Instruction Salaries
309-100-200	Instruction Employee Benefits
309-100-300	Instruction Purchased Service
309-100-400	Instruction Supplies and Materials
309-100-500	Instruction Capital Outlay
309-200-100**	Support Services Salaries
309-200-200	Support Services Employee Benefits
309-200-300	Support Services Purchased Service
309-200-400	Support Services Supplies and Materials
309-200-500	Support Services Capital Outlay

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with EFA guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

Responsible Office: Office of Instructional Practices and Evaluations
 Contact: R. Scot Hockman, 803-734-0323
 E-Mail Address: shockman@ed.sc.gov

REVENUE	3511	PROFESSIONAL DEVELOPMENT
SUBFUND	311	EIA FUND

Allocation Formula

Funds are distributed on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the 135-day count of the prior year.

Legal Reference

General Appropriation Act, 2013, Proviso 1A.29

Guidelines

Professional Development funds must be expended on professional development for certified instructional and instructional leadership personnel in grades kindergarten through twelve across ***all*** content areas, including teaching in and through the arts. Efforts must be made to better link instruction and lesson plans to the standards, to develop classroom assessments consistent with the standards and state accountability measures, and to analyze these results for needed modifications in instructional strategies.

Specifically, these funds are to be directed toward:

- increasing teacher knowledge of subject-matter content in academic areas for which standards have been approved;
- increasing teacher knowledge of and practice in standards-based instructional strategies that promote the academic achievement of all children;
- increasing teacher skills in the development of classroom assessments and teacher skills, the use of assessment data to improve instructional practice; and
- supporting evaluation strategies designed to demonstrate that these funds attribute to the increased knowledge and skills of participating teachers, the improvement of student achievement, and the closing of academic performance gaps that exist among student subgroups;
- supporting professional development for principals and assistant principals as they guide instructional activities in their individual school buildings.

Allowed expenditures include the costs of registration fees, meals and lodging, travel to and from conferences, contract courses, stipends to teachers for additional duties; support for teacher released time (e.g., substitutes); printing, copying, data entry, postage; and honoraria to consultants who are not district employees. Equipment purchases are limited to items directly related to training on standards implementation defined in the program guidelines.

Funds are to be expended only for purposes and activities specified in the program guidelines and district strategic plan.

The appropriate accounts for **allowed expenditures** are

311-100-120	Instruction Salaries (Substitute/Temporary Teachers)
311-100-130	Instruction Salaries (Teachers Overtime/Stipends)
311-100-200**	Instruction Employee Benefits (Substitute/Temporary Teachers)
311-221-130	Improvement of Instruction Curriculum Development Salaries (Consultants Overtime/Stipends)
311-221-200	Improvement of Instruction Curriculum Development Employee Benefits (Consultants Overtime/Stipends)
311-221-300	Improvement of Instruction Curriculum Development Purchased Services
311-221-400	Improvement of Instruction Curriculum Development Supplies and Materials
311-224-130	Improvement of Instruction In-service and Staff Training Salaries (Consultants Overtime/Stipends)
311-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits (Consultants Overtime/Stipends)
311-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
311-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
311-233-130	School Administration Salaries (Consultants Overtime/Stipends)
311-233-200	School Administration Employee Benefits
311-223-300	School Administration Purchases Services
311-223-400	School Administration Supplies and Materials

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

Responsible Office: Office of Instructional Practices and Evaluations
Contact: Ruth Nodine, 803-734-3540
E-Mail Address: rnodine@ed.sc.gov

REVENUE 3518 FORMATIVE ASSESSMENT
SUBFUND 318 EIA FUND

Allocation Formula

25 percent based on the district Poverty Index and 75 percent based on the number of students tested in reading/language and mathematics.

Legal References

Education Accountability Act revised, 2009 Acts 282 (to amend S.C. Code Ann. § 59-18-310 (Supp. 2007))

General Appropriation Act, 2013

Guidelines

A statewide adoption list of formative assessments for grades one through nine has been created that aligns with the state academic standards in English/language arts and mathematics and satisfies professional measurement standards. For 2013-14, a proviso limits the number of students tested to grades three through eight.

Districts may use the allocated funds to purchase products on the Adoption List of Formative Assessments. These products include 1) Blending Assessment and Instruction Program (BAIP) published by Computerized Assessment and Learning (CAL), 2) STAR Reading and STAR mathematics published by Renaissance Learning; and, 3) MAP reading, language usage, and mathematics published by Northwest Evaluation Association (NWEA). In addition to the online or paper assessments, allocated funds may be used to pay for any supplementary materials that accompany these assessments including, but not limited to, professional development materials, training, score reports, scoring services, etc.

The appropriate accounts for **allowed expenditures** are

318-100-300	Instructional Purchased Services
318-100-400	Instructional Supplies and Materials
318-224-300	Improvement of Instruction Purchased Services
318-224-400	Improvement of Instruction Supplies and Materials

Responsible Office: Office of Assessment
Contact: Susan D. Creighton, 803-734-8535
E-Mail Address: screight@ed.sc.gov

REVENUE	3525	CAREER AND TECHNOLOGY EDUCATION EQUIPMENT
SUBFUND	325	EIA FUND
PROJECT NUMBER	VA	

Allocation Formula

School district allocations for equipment are determined by the Office of Career and Technology Education on a formula basis. The formula includes a base allocation of \$20,000 for all school districts and official multi-district career centers that meet minimum requirements. The remaining funds are distributed to school districts and multi-district career centers based on the prior year student enrollments for career and technology education courses.

Legal References

S.C. Code Ann. §§ 59-53-1950 and 59-53-1960 (2005)

General Appropriation Act, 2013

Guidelines

See applicable subprogram codes for Career and Technology Education (CATE) programs listed under Revenue Code 4210, Perkins Aid, Title I.

The General Assembly provides funds in the annual General Appropriation Act for the purchase of equipment for CATE training. In the “Local Plan for Career and Technology Education” submitted annually to the Office of Career and Technology Education, school districts identify the courses for which equipment will be purchased.

The highest priority in funding must be given to job preparatory and occupational proficiency programs.

Career and Technology Education funds may be used for costs related to leasing of equipment.

The appropriate accounts for **allowed expenditures** are

325-115-325	CTE Programs Rentals (Leasing of Equipment)
325-115-410	CTE Programs Supplies
325-115-445	CTE Programs Technology and Software Supplies
325-115-540	CTE Programs Equipment
325-115-545	CTE Programs Technology Equipment

and Software

325-116-325	CTE Programs Rentals (Leasing of Equipment)
325-116-410	CTE Programs Supplies
325-116-445	CTE Programs Technology and Software Supplies
325-116-540	CTE Programs Equipment
325-116-545	CTE Programs Technology Equipment and Software

The following guidelines provide the Office of Career and Technology Education's (OCTE) policy and procedures for the management and disposition of Career and Technology Education (CATE) equipment (including replacement equipment) purchased in whole or in part with **federal** or **state** funds. **These guidelines apply to:**

- All tangible, non-consumable CATE property items having a useful life of more than one year and an acquisition cost of **\$500** or more.
- **ALL** computers purchased with **federal** or **state** CATE funds, regardless of cost.

In the event of a conflict between federal (EDGAR, Section 80.32), state, or local educational agency (LEA) requirements for equipment management and disposition, the most restrictive requirement prevails.

I. Management Requirements for CATE Equipment

LEA procedures for managing **CATE equipment** (including replacement equipment), until disposition takes place, will meet the following minimum requirements:

- A. The LEA (school district or multi-district career center) must use the CATE equipment in the **CATE course/program/activity** for which it was acquired as long as needed, whether or not the CATE course/program/activity continues to be supported by federal/state funds.
- B. The LEA must maintain **property records** that include a description of the property; a serial number or other identification number; the vendor (source of the property); who holds title; the acquisition date and cost of the property; percentage of federal/state participation in the cost of the property; the location, use, and condition of the property; and any ultimate disposition data including the date of disposal and sale price of the property.
- C. The LEA must conduct a **physical inventory** of the property and reconcile the results with the property records at least once every year.
- D. The LEA must develop a **control system** to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft shall be investigated and the findings shall be maintained on file for audit purposes.

- E. The LEA must develop adequate **maintenance procedures** to keep the property in good condition.

II. Disposition of CATE equipment that is no longer needed, inoperable, or obsolete (and the CATE course/program is continued)

- A. The LEA must adhere to the following procedures and maintain **written documentation for audit purposes** of the action taken to ensure the proper disposition of CATE equipment purchased using federal/state funds.
- B. CATE equipment with current per-unit fair market value of **less than \$5,000**:
 - a) The LEA may transfer the equipment to another CATE course/program within the district.
 - b) The LEA may trade the equipment in for another item of equipment needed for the CATE course/program.
 - c) The LEA may transfer the equipment to a CATE program in another district.
 - d) If not needed in any CATE course/program/activity, the LEA may transfer the equipment to other federally funded programs in the district.
 - e) If the equipment is not needed in a CATE course/program/activity or in any federal program, the item of equipment with a current per-unit fair market value of less than \$5,000 may be sold or otherwise disposed of with no further obligation to the Office of Career and Technology Education (OCTE). The date of disposal and sale price must be retained in the LEA's equipment inventory files. Proper sales procedures must be established by the LEA to ensure the highest possible return. LEA proceeds from the sale of CATE equipment must be used in support of CATE programs.
- C. CATE equipment with current per-unit fair market value of **more than \$5,000**:
 - a) The LEA may transfer the equipment to another CATE course/program within the district.
 - b) The LEA may trade the equipment in for another item of equipment needed for the CATE course/program.
 - c) The LEA may transfer the equipment to a CATE program in another district.
 - d) If not needed in any CATE course/program/activity, the LEA may transfer the equipment to other federally funded programs in the district.
 - e) Items of equipment with a current per-unit fair market value in excess of \$5,000 may be retained or sold and the OCTE shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the federal/state share of the equipment. The date of disposal and sale price must be retained in the LEA's equipment inventory files. Proper sales procedures must be established by the LEA to ensure the highest possible return. LEA proceeds from the sale of CATE equipment must be used in support of CATE programs.

III. Disposition of CATE equipment when a CATE course is discontinued

Federal and state funds allocated to school districts and multi-district career centers for CATE equipment are provided to expand and improve secondary CATE courses and programs for South Carolina students. When an LEA closes or discontinues a CATE course, special provisions must be implemented to ensure accountability for the federal/state investment in CATE equipment for the course. LEA failure to comply with the following procedures may jeopardize future federal/state allocations approved for CATE equipment.

- A. When a school district or multi-district career center determines that a **CATE course will be discontinued**, the LEA must **notify the OCTE** in writing to obtain approval for the disposition of CATE equipment purchased in whole or in part with **federal** or **state** funds. The OCTE's highest priority for disposition will be to transfer the operable equipment to a comparable CATE course/program (either within the LEA or in another district or multi-district career center) where there is a **need** for the equipment.
- B. The LEA must complete and submit the *Disposition of CATE Equipment for Discontinued Course* form to the OCTE for review and **approval prior to** the disposition of the CATE equipment. A link to the form may be found on the CATE Web page at <http://ed.sc.gov/agency/programs-services/162/>. Completed forms should be addressed to: Director, Office of Career and Technology Education, South Carolina Department of Education, 912-A Rutledge Building, 1429 Senate Street, Columbia, SC 29201.
- C. The OCTE's CATE program associate will approve or disapprove the LEA's proposed disposition of CATE equipment items and will notify the LEA within 30 days of receipt of the completed *Disposition of CATE Equipment for Discontinued Course* form. Additional instructions will be provided for any disposition options that are not approved by the OCTE. The LEA may proceed with the approved disposition upon receipt of the form signed by the OCTE. Note: LEA proceeds from the sale of CATE equipment no longer needed for a closed or discontinued course must be used in support of CATE programs.
- D. Documentation to verify the final disposition of the CATE equipment may be required at the discretion of the OCTE's CATE program associate. If additional documentation is required, specific instructions will be provided to the LEA along with the signed *Disposition of CATE Equipment for Discontinued Course* form.
- E. CATE program associate contact information for the various career cluster areas and a listing of the CATE courses and programs by cluster may be found in the current CATE Student Reporting Procedures Guide on the Web at <http://ed.sc.gov/agency/programs-services/152/documents/StudentReportingProceduresGuide2013-14.pdf>

Responsible Office: Office of Career and Technology Education
Contact: Maria Swygert, 803-734-8456
E-Mail Address: nmswyger@ed.sc.gov

REVENUE	3526	REFURBISHMENT OF K–8 SCIENCE KITS
SUBFUND	326	EIA FUND

Allocation Formula

Available funds refurbishing science kits will be allocated based on prior year K–8 135-Day ADM

Legal Reference

General Appropriation Act, 2013, Proviso 1A.47

Guidelines

Funds appropriated for the purchase of textbooks and other instructional materials may be used for reimbursing school districts to offset the costs of refurbishing science kits on the state-adopted textbook inventory, purchasing new kits from the central textbook depository, or a combination of refurbishment and purchase. The refurbishing cost of kits may not exceed the cost of the state-adopted refurbishing kits plus a reasonable amount for shipping and handling. Costs for staff development, personnel costs, equipment, or other costs associated with refurbishing kits on state inventory are not allowable costs.

- Districts cannot order state-adopted refurbishment kits and also order consumable items unless the consumable items are not available in the refurbishment kit (e.g., batteries, plastic spoons, paper cups).
- Districts may order non-consumable items that need replacing due to loss or damage but not for additional items that increase functionality beyond that of state-adopted kits.
- Districts must keep copies of inventory records, bids, invoices, and other documentation related to the purchase and refurbishment of kits to provide an audit trail.
- Districts must comply with state procurement regulations and follow cost-effective refurbishment practices.
- Some kits do not meet any state grade-level-specific science standards. Costs of refurbishment of these kits is not an allowable expenditure.
- Schools may purchase new kits to replace kits that no longer meet grade-level-specific science standards or where the refurbishment cost is greater than the replacement cost.

Allowed Expenditures

Funds may be used for the purchase of materials, supplies, and freight and for travel costs associated with the delivery of kits at the state reimbursement rate for mileage.

Disallowed Expenditures

Funds may not be used for personnel costs, staff development, travel, and equipment purchases.

The appropriate account codes for **allowed expenditures** are

326-111-300	Kindergarten Programs Purchased Services
326-111-400	Kindergarten Programs Supplies and Materials
326-112-300	Primary Programs Purchased Services
326-112-400	Primary Programs Supplies and Materials
326-113-300	Elementary Programs Purchased Services
326-113-400	Elementary Programs Supplies and Materials

Responsible Office: Office of Finance
Contact: Bruce Shealy, 803-832-8201
E-mail Address: bshealy@ed.sc.gov

REVENUE 3532 NATIONAL BOARD SALARY SUPPLEMENT
(No Carryover Provision)

SUBFUND 332 EIA FUND

Allocation Formula

Public school classroom teachers and classroom teachers working directly with other classroom teachers who are certified by the State Board of Education and who have been certified by the National Board for Professional Teaching Standards prior to July 1, 2010 will be paid a \$7,500 salary supplement in the year of their achieving certification.

Teachers who complete the NBC certification process after July 1, 2010 will be paid a \$5,000 salary supplement.

The salary supplement shall be added to the annual pay of the teacher for the period of time that the national certificate is valid.

Legal Reference

General Appropriation Act, 2013, Proviso 1A.33 and 1A.50

SC Code of Laws Section 59-26-85

Guidelines

1. Eligible staff certified by the National Board for Professional Teaching Standards shall enter a recertification cycle for their South Carolina certificate consistent with the recertification cycle for National Board certification. National Board certified teachers moving to this state are exempted from initial certification requirements and are eligible for continuing-contact status. Their recertification cycle will be consistent with National Board certification.
2. Partial full-time equivalents (FTEs) will be paid a pro-rata share of the salary supplement. The NBC supplement should be disbursed in accordance with the district's payroll procedures. Districts who make the decision to furlough teachers, **must** adjust the NBC supplement by the same number of days.
3. In order for teachers to receive the salary supplement, they must work under the following criteria—School-based non-administrative personnel who work with classroom teachers in an instructional or curriculum coordinator capacity or any other school-based personnel not requiring principal/administrative supervisory certification. Applicable PCS position codes are as follows: 03-12, 17, 44 and 97.
4. In order to receive the NBC supplement, eligible staff need not be teaching in the same area in which they hold their NB certification. This is different from state certification.

5. Teachers who complete the process after July 1, 2010 shall receive a \$5,000 salary supplement added to the annual pay of the teacher, not to exceed 10 years.
6. If a teacher enters into a renewal cycle (in their 8th or 9th year of certification), they will receive a 2nd 10 year salary supplement, at the \$7,500 level if the process was initially started prior to July 1, 2010. The July 1, 2010 deadline refers to their initial application to NB.

Allowed expenditures include costs that are in accordance with the program guidelines.

The appropriate accounts for **allowed expenditures** are

332-100-100**	Instruction Salaries
332-100-200	Instruction Employee Benefits
332-212-100	Guidance Counselor Salaries
332-212-200	Guidance Counselor Employee Benefits
332-221-100	Improvement of Instruction Curriculum Development Salaries
332-221-200	Improvement of Instruction Curriculum Development Employee Benefits
332-222-100	Library and Media Services Salaries
332-222-200	Library and Media Services Employee Benefits

Responsible Office: Office of Finance
Contact: Sue Martinez, 803-734-8145
E-Mail Address: smartine@ed.sc.gov

REVENUE 3533 **TEACHER OF THE YEAR AWARDS
(No Carryover Provision)**

SUBFUND 333 **EIA FUND**

Allocation Formula

Of the funds appropriated, each school district Teacher of the Year shall receive an award of \$1,000 plus applicable employee benefits. In addition, the state Teacher of the Year shall receive \$25,000, and each of the four Honor Roll Teachers will receive an award of \$10,000.

Legal Reference

General Appropriation Act, 2013, Proviso 1A.13

Guidelines

For a teacher to be eligible, his or her school district must participate in the state Teacher of the Year program sponsored by the South Carolina Department of Education. The award will be paid to the teacher as a bonus. The bonus will be subject to withholding for tax purposes but will not be considered as salary for retirement earnings. These awards shall not be subject to SC income taxes.

The appropriate accounts for **allowed expenditures** are

333-100-110	Instruction Regular Salaries
333-100-200**	Instruction Employee Benefits

Responsible Office: Office of Finance
Contact: Sue Martinez, 803-734-8145
E-Mail Address: smartine@ed.sc.gov

REVENUE 3538 STUDENTS AT RISK OF SCHOOL FAILURE
SUBFUND 338 EIA FUND

Allocation Formula

Funds will be allocated to school districts based on 2 factors:

(1) the poverty index of the district as documented on the most recent district report card, which measures student eligibility for the free or reduced price lunch program and Medicaid; and (2) the number of students not in poverty or eligible for Medicaid but who fail to meet state standards on state standards-based assessments in either reading or mathematics.

Legal References

Early Childhood Development and Academic Assistance Act of 1993 (Act 135)

Education Accountability Act of 1998

S.C. Code Ann. § 59-1-450 (2004), S.C. Code Ann. § 59-139-05 *et seq.* (2004),
S.C. Code Ann. § 59-63-65 (2004), S.C. Code Ann. § 59-63-1300 (2008)

General Appropriation Act, 2013, Provisos 1A.28

State Board of Education Regulations

24 S.C. Ann. Regs. 43-265, 24 S.C. Ann. Regs. 43-240,
24 S.C. Ann. Regs. 43-267, 24 S.C. Ann. Regs. 43-268

Guidelines

At least 85 percent of the funds allocated for students classified as at academic risk must be spent on Instruction and Instructional Support for these students who generated the funds. Instructional support may include family literacy and parenting programs to students at-risk for school failure and their families.

Students at academic risk are defined as students who are at risk of not graduating from high school because they failed either the English Language arts or mathematics portion of the High School Assessment Program on first attempt and who score not met in grades 3 through 9 in reading and mathematics state assessments.

Assistance for these students could take place in the form of reduced classes sizes, remediation and academic assistance programs, summer school programs, family parenting and literacy program, adult education remedial programs and/or alternative education programs.

Alternative School Programs

Under provisions of Section 59-63-1300 of the South Carolina Code of Laws districts are “to provide appropriate services to students who for behavioral or academic reason are not benefiting from the regular school program or may be interfering with the learning of others.” Students in grades six through twelve may be served with alternative programs.

- A. Any alternative schools must be at a site separate from other schools or operated at a time when those schools are not in session or operated in another building on the school campus that would provide complete separation from other students. The selected site must meet state and local requirements for facilities and be approved by the South Carolina Department of Education’s Office of School Facilities according to the requirements of the *South Carolina School Facilities Planning and Construction Guide*. Requests for waivers to the requirements must be submitted to the Office of School Facilities at the South Carolina Department of Education and approved prior to occupancy.

Remedial Adult Education

Adult education students who are enrolled in the high school diploma track and need only to pass at least one of the HSAP examinations may be provided remedial services from Students At Risk funding. Approved expenditures may include instructional services, computer hardware, computer software, computer maintenance, workbooks, and commercial instructional materials. These services must be in the areas of mathematics and English/Language Arts instruction only. These must support the instructional models defined in the HSAP (High School Assessment Program) remedial guidelines. Documentation of non-passing HSAP examinations must be on file in the student record.

The appropriate accounts for allowed expenditures are:

338-100-100**	Instructional Salaries
338-100-200	Instructional Employee Benefits
338-100-300	Instructional Purchased Services
338-100-400	Instructional Supplies and Materials
338-100-500	Instructional Capital Outlay
338-200-100**	Support Services Salaries
338-200-200	Support Services Employee Benefits
338-200-300	Support Services Purchased Services
338-200-400	Support Services Supplies and Materials
338-200-500	Support Services Capital Outlay

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

For questions concerning the specific guidelines for programs allowed under this funding, the contacts are as follows:

Adult Education:

Responsible Office: Office of Adult Education
Contact: David Stout, 803-734-8348
E-Mail Address: dstout@ed.sc.gov

Alternative Schools:

Responsible Office: Office of Student Interventions
Contact: Aveene Coleman, 803-734-3057
E-Mail Address: acoleman@ed.sc.gov

Parenting Family Literacy:

Responsible Office: Office of Adult Education
Contact: Harriette Jenerette, 803-734-4708
E-Mail Address: hjeneret@ed.sc.gov

REVENUE	3540	EARLY CHILDHOOD PROGRAM (4K PROGRAMS SERVING FOUR- YEAR-OLD CHILDREN)
SUBFUND	340	EIA FUND

Allocation Formula

Funds appropriated for half-day programs for four-year-olds shall be based on the number of kindergarten children who are eligible for free and reduced lunch. However, no district shall receive less than 90 percent of the amount it received in the prior fiscal year.

Legal References

S.C. Code Ann. § 59-5-65 (2004)

S.C. Code Ann. § 59-139-05 *et seq.* (2004)

General Appropriation Act, 2013, Provisos 1A.3 and 1A.25

24 S.C. Code Ann. Regs. 43-264.1 (State Board of Education Regulation)

Guidelines

The regulations require all school districts to provide at least half-day early childhood development programs for four-year-olds who have indicated significant readiness deficiencies. The school districts may contract with appropriate groups and agencies to provide part or all of the programs. Districts shall integrate the planning and direction of the half-day program with the Early Childhood Initiative of Act 135. Three-year-old children may be served if the district can demonstrate to the South Carolina Department of Education that this strategy is most useful in meeting the readiness needs of the local school district.

Regulation 43-264.1 requires that classroom programs be developmentally appropriate, space must be a minimum of 35 square feet per child inside and a minimum of 75 square feet per child outside, and classroom enrollment must never exceed 20 children per early childhood certified teacher and teaching assistant. For evaluative purposes and in lieu of state requirements for licensing, programs will be evaluated on a five-year cycle using the environmental check sheet and SC Instructional Review document. For additional explanation of “developmentally appropriate” please see the Guidelines for Regulations 43-264.1.

Funds are allotted strictly to serve “children most likely to experience school failure”. Districts will be required to provide evidence (documentation of efforts to recruit) that they have used all appropriate measures to meet the needs of children and families who are in most need of 4K services.

Four-year-old children of parents who are served in school based or district based family literacy programs are primary targets for service in EIA funded child development or 4K programs.

A minimum of 10 percent of the total allocation for this program must be utilized in supplies and equipment for classroom purposes, unless a waiver has been granted by the Unit of Literacy and Early Learning in the Office of Teacher Effectiveness. Requests for waivers must be received by the Department on or before **April 1**.

EIA funds allocated for the provision of four-year-old kindergarten shall be utilized for the provision of services to age-eligible children qualifying for free or reduced-price lunch or Medicaid or documented developmental delays. In the event that more students seek to enroll than available space permits, students shall be prioritized (at the time of acceptance) on the basis of family income expressed as a percentage of the federal poverty guidelines, with the lowest family incomes given highest enrollment priority.

Disallowed expenditures include costs of construction and remodeling; non-educational equipment such as air conditioners, kitchen stoves, and minibuses; and the purchase or relocation of mobile structures.

Allowed expenditures include staff development for teachers and teaching assistants. Child-care salaries and related fringe benefits may be included only when there is direct support of the requirements of an approved parenting/family literacy program. An example of these expenditures is the cost of providing child care while teachers and parenting program personnel conduct home visits.

The appropriate accounts for **allowed expenditures** are

340-139-100	Early Childhood Programs Salaries
340-139-200	Early Childhood Programs Employee Benefits
340-139-300	Early Childhood Programs Purchased Services
340-139-410	Early Childhood Programs Supplies
340-139-445	Early Childhood Programs Technology and Software Supplies
340-139-470	Early Childhood Programs Energy
340-139-540	Early Childhood Programs Equipment
340-139-545	Early Childhood Programs Technology Equipment and Software
340-188-100	Parenting/Family Literacy Salaries
340-188-200	Parenting/Family Literacy Employee Benefits
340-188-300	Parenting/Family Literacy Purchased Services
340-188-410	Parenting/Family Literacy Supplies
340-188-445	Parenting/Family Literacy Technology and Software Supplies
340-188-470	Parenting/Family Literacy Energy
340-188-540	Parenting/Family Literacy Equipment
340-188-545	Parenting/Family Literacy Technology Equipment

and Software

340-221-100	Improvement of Instruction Curriculum Development Salaries
340-221-200	Improvement of Instruction Curriculum Development Employee Benefits
340-221-300	Improvement of Instruction Curriculum Development Purchased Services
340-221-410	Improvement of Instruction Curriculum Development Supplies
340-221-445	Improvement of Instruction Curriculum Development Technology and Software Supplies
340-221-540	Improvement of Instruction Curriculum Development Equipment
340-221-545	Improvement of Instruction Curriculum Development Technology Equipment and Software
340-224-100	Improvement of Instruction In-service and Staff Training Salaries
340-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
340-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
340-224-410	Improvement of Instruction In-service and Staff Training Supplies
340-224-445	Improvement of Instruction In-service and Staff Training Technology and Software Supplies
340-224-540	Improvement of Instruction In-service and Staff Training Equipment
340-224-545	Improvement of Instruction In-service and Staff Training Technology Equipment and Software
340-271-660	<p>Pupil Service Activities Support Services (for field trips and other pupil transportation costs not provided by state law)</p> <p>Since expenditure reporting by object-level detail is optional for pupil activity functions, please use object codes that are consistent with the district's accounting system to report costs for field trips under Function Code 271.</p>
340-350-100	Custody and Care of Children Salaries
340-350-200	Custody and Care of Children Employee Benefits

Responsible Office: Office of Instructional Practices and Evaluations
Contact: Penny Danielson, 803-734-8227
E-Mail Address: pdanielson@ed.sc.gov

**REVENUE 3541 CHILD DEVELOPMENT EDUCATION
PILOT PROGRAM (CDEPP)**

SUBFUND 341 SPECIAL REVENUE FUND

Allocation Formula

Approved providers will receive a per pupil allocation for each “at risk” child participating in the program.

Legal References

General Appropriations Act, 2013 Proviso 1A.34

Guidelines

The South Carolina Child Development Education Pilot Program (CDEPP) shall be available for the 2012-2013 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

Each child residing in the pilot districts, who will have attained the age of four years old on or before September 1, of the school year, and meets the at-risk criteria is eligible for enrollment in the CDEPP for one year. For purposes of this funding, at risk is defined as “on free-reduced lunch or Medicaid eligible”.

Services for this program will be considered full time. The instructional day will consist of 6.5 hours and for 180 days.

For purposes of the funding, the Provider is considered the approved school.

Providers shall:

1. comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
2. comply will all state and local health and safety laws and codes;
3. comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;
4. be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;
5. comply with all program, reporting, and assessment criteria required of providers;

6. maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent/guardian and teacher conferences;
7. designate whether extended day services will be offered to the parents/guardians of children participating in the program; and
8. be approved, registered, or licensed by the Department of Social Services and,
9. comply with all state and federal laws and requirements specific to program providers.

Providers may limit student enrollment based upon space available.

Providers must also:

1. employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education. It is imperative to remember, that teachers working in public schools must be certified in order for the school to be in compliance with No Child Left Behind regulations regarding “high qualified”;
2. employ an education assistant with pre-service or in-service training in early childhood education; Districts may request a waiver of the ECD 101 requirement by providing written documentation as to the qualifications of the teaching assistant.
3. maintain classrooms with at least 10 four-year-old children, but no more than 20 four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of 10 children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education on a case-by-case basis;
4. offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;
5. provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;
6. engage parents’ participation in their child’s educational experience that shall include a minimum of two documented conferences per year; and
7. adhere to professional development requirements.

The appropriate accounts for **allowed expenditures** are

341-147-100	CDEPP Salaries
341-147-200	CDEPP Employee Benefits
341-147-300	CDEPP Purchased Services
341-147-400	CDEPP Supplies and Materials
341-147-500	CDEPP Capital Outlay
341-189-300	CDEPP (Parenting) Purchased Services
341-189-400	CDEPP (Parenting) Supplies
341-224-300	Teacher In-service Purchased Services
341-224-400	Teacher In-service Supplies and Materials

Responsible Office: Office of Instructional Practices and Evaluations
Contact: Penny Danielson, 803-734-8227
E-Mail Address: pdanielson@ed.sc.gov

REVENUE 3544 HIGH ACHIEVING STUDENTS

SUBFUND 344 EIA FUND

Allocation Formula

Funds must be allocated to districts based on 2 factors: (1) the number of students served in academic and artistically gifted and talented programs based on the prior year's 135-day count of average daily membership adjusted for the current year's 45-day count; and (2) the number of students taking Advanced Placement or International Baccalaureate (IB) exams in the prior year.

Legal Reference

General Appropriation Act, 2013, Provisos 1A.27

S.C. Code Ann. § 59-29-170 (2004)

24 S.C. Code Ann. Regs. 43-258.1 (State Board of Education Regulation)

24 S.C. Code Ann Regs 43-220 (State Board of Education Regulation)

Education Improvement Act of 1984, Division II, Subdivision A, Subpart 4, § 1, as amended 1985-90

Guidelines

Funds should be spent to support activities for students who have demonstrated high academic achievement. Expenditures for Gifted and Talented Academic, Gifted and Talented Artistic, Junior Scholars and Advanced Placement, Advanced Placement Singleton and International Baccalaureate programs are allowed under this funding.

Of the total allocation, 12% must be spent on programs serves artistically gifted students.

Jr. Scholars

High Achieving funding may be used to provide PSAT to eighth graders who qualify for the Junior Scholar designation.

Gifted and Talented Academic/Artistic

Gifted and Talented academic students at the elementary and secondary levels must be provided programming during the regular school year to develop their unique talents in the manner specified by State Board of Education regulations. Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require educational

programming beyond that normally provided by the general school programming in order to achieve their potential. Gifted and Talented artistic students at the elementary and secondary levels must be provided services during the regular school year or during the summer. For the Gifted and Talented artistic services, where funds are insufficient to serve all students, the district may determine which particular students shall be served.

The district may also expend funding for the following:

- the Gifted and Talented Program coordinator's salary,
- the Gifted and Talented Program secretary's salary,
- the costs of travel for professional development and to other districts for the purpose of program observation, conference registration fees, and consultant fees and,
- the costs of transportation to and from school sites for program services.

Advanced Placement

Each school district is required to provide Advanced Placement (AP) courses in all secondary schools that enroll an adequate number of students to support such courses. State Board of Education regulations specifies that all secondary schools whose organization structure includes grades eleven and or twelve shall offer at least one AP course either (a) in the school, (b) through a cooperative agreement with other secondary schools in the district, (c) through independent study, or (d) through an agreement with other districts. Schools may also utilize the South Carolina Virtual School Program to offer the courses to students. Students successfully completing the AP requirements may receive credit in postsecondary public colleges in South Carolina.

Districts may also provide AP courses for a subpopulation of uniquely qualified academically talented students regardless of the incident of low enrollment and exceptionally high per-student costs through AP Singleton or through the South Carolina Virtual School Program.

The costs of AP exams are paid directly to College Board by The South Carolina Department of Education through an annual contract for all students who meet the stated criteria: Public school student (includes charter schools) in grades 9 -12. Completed the required and approved AP course (on site, virtually, at a partnering school, etc.).

Per the contract with College Board, the school and the district are responsible for properly coding the test booklets for option 1 (fee reduction) and option 2 (state contract full price). Districts are required to submit an approved invoice to the South Carolina Department of Education AND to College Board by June 14, 2013. The state then pays the examination costs. Any extra items ordered (labels, CD data files, etc.), late fees, unused examination fees, and examinations for students outside the stated criteria are borne by the school.

International Baccalaureate

School districts who choose to offer the International Baccalaureate Diploma Programme in one or more of the high schools may be eligible to receive a partial examination fee for each exam administered. Participating schools must go through the rigorous vetting process to become an approved Diploma Programme through the International Baccalaureate

Organization. The school must fulfill all requirements to remain a member in good standing with IBO. Students successfully completing the IB requirements may receive credit in postsecondary public colleges in South Carolina.

Districts may be eligible to receive a partial reimbursement of the exam fee based on numbers reported to the SCDE in the fall. Allocations will be updated at the 45th day reporting period.

The appropriate accounts for **allowed expenditures** are

344-113-300**	Elementary Programs Purchased Services
344-113-400	Elementary Programs Supplies and Materials
344-141-100**	Gifted and Talented Academic Instructional Salaries
344-141-200	Gifted and Talented Academic Employee Benefits
344-141-300	Gifted and Talented Academic Purchased Services
344-141-400	Gifted and Talented Academic Supplies and Materials
344-141-500	Gifted and Talented Academic Capital Outlay
344-143-400**	Advanced Placement Supplies and Materials
344-143-500	Advanced Placement Capital Outlay
344-148-100**	Gifted and Talented Artistic Instructional Salaries
344-148-200	Gifted and Talented Artistic Employee Benefits
344-148-300	Gifted and Talented Artistic Purchased Services
344-148-400	Gifted and Talented Artistic Supplies and Materials
344-148-500	Gifted and Talented Artistic Capital Outlay
344-174-100**	Gifted and Talented Summer School Instructional Salaries
344-174-200	Gifted and Talented Summer School Employee Benefits
344-174-300	Gifted and Talented Summer School Purchased Services
344-174-400	Gifted and Talented Summer School Supplies and Materials
344-200-100**	Support Services Salaries
344-200-200	Support Services Employee Benefits
344-200-300	Support Services Purchased Services
344-200-400	Support Services Supplies and Materials
344-200-500	Support Services Capital Outlay

Because a variety of programs are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the above guidelines, school technology and renewal plans, and district strategic plans. As a result, the function and object accounts displayed above are header accounts only and not the detailed object-level expenditure account codes that **must be recorded by the district.

Responsible Office: Office of Instructional Practices and Evaluations
Contact: Lamont Moore, 803-734-8335
E-mail Address: lmoores@ed.sc.gov

**REVENUE 3550 TEACHER SALARY INCREASE
(No Carryover Provision)**

SUBFUND 350 EIA FUND

Allocation Formula

- A. The initial allocation is based on the prior year's professional certified staff listing using the EIA factor and a growth factor.
- B. Final allocation is based on the current year's professional certified staff listing as of the 135th day of school. Eligibility for staff members is determined by each member's position code, instructional FTE, and term of employment for the first 135 days of school. Entitlement for each full-time eligible certified staff member is calculated by multiplying the prior year's base state minimum salary (first figures) as listed in each cell of the teacher salary schedule for educational level and years of experience by the EIA supplement factor as shown on the final "Current Year's State Minimum Salary Schedule."
- C. The name, current-year salary, and other required variables for noncertified staff members must be entered on the staff listing by the school district.

Salary supplement for noncertified personnel in position codes 18, 36, 37, 38, 39, and 40 is calculated as follows:

$$\frac{\text{annual salary} - \text{federal funds}}{1 + \text{current EIA factor}} \times \text{current EIA factor}$$

Legal References

S.C. Code Ann. § 59-20-50(b) (2004)

General Appropriation Act, 2013, Provisos 1A.6 and 1A.43

Guidelines

Revenue for the teachers' salary increase may be received and accounted for in Subfund 350, Teacher Salary Increase. All expenditures for the EIA salary increase must be reflected in this subfund under the applicable function and object classification.

An alternate method of accounting for these funds permits the receipting of the revenue in Subfund 350, Teacher Salary Increase, with a subsequent transfer of the revenue to the General Fund. Expenditures should be reflected in the General Fund under the applicable function and object classification. If this method is used for Subfund 350, the same method must be used for Subfund 355, School Employer Contributions.

Regardless of the method the district selects, *expenditures for the mandatory EIA salary increase may not be reflected in any EIA subfund except Subfund 350, Teacher Salary Increase.*

School districts are required to maintain local salary supplements per teacher, no less than their prior year's level. Teacher pay raises, through adjustments in the State's minimum salary schedule, shall be provided only to teachers who demonstrate minimum knowledge proficiency by meeting at least one of the following criteria:

- holding a valid professional certificate,
- having a score of 425 or greater on the commons examination of the National Teacher Examination,
- meeting the minimum qualifying score on the appropriate subject area of the teacher exam, or
- meeting the minimum standards on the basic skills examination as prescribed by the State Board of Education provided in Section 2 of the Education Improvement Act (Act 187) of 1979.

Responsible Office: Office of Finance
Contact: Mellanie Jinnette, 803-734-3605
E-Mail Address: mjinnett@ed.sc.gov

**REVENUE 3555 SCHOOL EMPLOYER CONTRIBUTIONS
(No Carryover Provision)**

SUBFUND 355 EIA FUND

Allocation Formula

The allocation is based on the district's actual EIA salary increase revenue as derived from the current year professional certified staff (PCS) system.

$$\text{district PCS salary supplement} \times (\text{employer \% retirement}) + (\text{employer \% FICA}) = \text{district allocation}$$

Legal Reference

S.C. Code Ann. § 59-20-50 (b) (2004)

General Appropriation Act, 2013, Provisos 1A.6 and 1A.43

Guidelines

The purpose of these funds is to defray the costs for the additional employee benefits resulting from the teachers' salary increase.

The school districts may opt for either of the methods of accounting for these funds permitted for Subfund 350, Teacher Salary Increase. Expenditures should be recorded under the appropriate function. Districts should be consistent in the method used to account for Subfund 350 and 355.

Responsible Office: Office of Finance
Contact: Mellanie Jinnette, 803-734-3605
E-Mail Address: mjinnett@ed.sc.gov

REVENUE	3556	ADULT EDUCATION
SUBFUND	356	EIA FUND

Allocation Formula

For 2013-14, funds will be allocated to districts based on a formula which includes target populations without a high school credential, program enrollment the previous school year, performance measures met the previous school year, and performance factors such as number of high school credentials and career readiness certificates awarded the previous school year.

Legal References

General Appropriation Act, 2013; S.C. Acts 23, Proviso 1A.31

24 S.C. Code Ann. Reg. 43-237.1 (State Board of Education Regulation)

Overall levels of state funding must meet the federal requirement for state maintenance of effort.

Guidelines

ADULT EDUCATION

Funds are allocated to adult education programs in local school districts to provide academic services to adults for (1) adult education and literacy services, including workplace literacy services, (2) family literacy services, and (3) English literacy services. Adult education and literacy services include, but are not limited to, the following: basic-education instruction, preparation for a high school equivalency test, the development of academic skills and in contextual workplace basic skills, or the completion of requirements for a high school diploma.

In order to be served by an adult education program, an individual must meet the federal definition of an adult education student. In accordance with that definition, students who possess a high school credential may be served if they lack sufficient mastery of basic educational skills to enable them to function effectively in society.

All out-of-state travel paid with adult education funds must be directly related to the operation and improvement of the adult education program.

In order for 100 percent of the salary of a school district's adult education director to be paid from the adult education allocation, the following criteria must be met:

- a. The 2012–13 enrollment of the school district’s adult education program, or consortium of school districts, must meet the minimum number determined by the Office of Adult Education based on Census data of individuals without a high school education.
- b. **The adult education director must devote 100 percent of his or her time to the adult education program.**

In school districts that have an enrollment less than the minimum number outlined in Item a. above for the 2012–13 academic year or districts in which the adult education director is not employed 100 percent in that position, a percentage of the adult education director’s salary may be paid from the adult education allocation.

Example 1:

If the enrollment of the adult education program for the 2012–13 school year is 500, and the target enrollment is 1,000 and the adult education director is employed 100 percent in adult education, then one-half of the adult education director’s salary may be paid from the allocation. (If the adult education director has an annual salary of \$60,000, then the amount of the adult education director’s salary that can be paid from the allocation is \$30,000.)

$$\$60,000 \times 50\% = \$30,000$$

Example 2:

If the enrollment of the adult education program for the 2012–13 school year is 500 and the target enrollment is 1,000 and the adult education director is employed 50 percent in adult education and 50 percent in alternative education, then one-half of the adult education director’s salary may be paid from the allocation. However, since the adult education director was employed in the adult education program only one-half of the time, only one-half of the allowed amount of salary may be paid. (If the adult education director has an annual salary of \$60,000 but is employed only on a half-time basis and the program has an enrollment of 500, the allocation for the director’s salary is \$15,000.)

$$\$60,000 \times 50\% = \$30,000 \times 50\% = \$15,000$$

The target student enrollment requirement to fully fund the adult education director’s salary may be waived by the Director of the Office of Adult Education based on consideration of unforeseen enrollment drops due to changes in funding regulations or establishment of new adult education programs.

The adult education director must be certified in one the following areas: 70, 71, 72, 73, or 74 or must hold an advanced degree in the field of adult education and a South Carolina teaching certificate.

The adult education director must be listed on the **professional certified staff (PCS) listing** at the same percentage of job responsibility as stated on the “**Administration of Adult Education Program**” form. Acceptable position codes are 16 or 56.

Adult education services must be offered on a year-round basis. Summer months may have abbreviated course offerings. Programs in which the adult education director’s salary is paid entirely with state adult education funds must offer a sufficient instructional program during the summer months to meet the needs of the local community.

YOUNG ADULT POPULATION (YAP)

For 2013-14, thirty percent of Adult Education funds are available to school districts to serve adult education students between the ages of 17–21 who are enrolled in programs leading to a high school diploma or in preparation to sit for the Tests of General Educational Development (GED) or prepare for the career readiness certificate exam (WorkKeys).

YAP funds will be allocated based on a formula, which is a combination of three factors:

Factor 1: The number of 17–21 year old students enrolled in a high school completion program with at least 12 hours of instruction the previous school year who complete their incoming educational functioning level, as determined by approved assessments.

Factor 2: The number of 17–21 year old students enrolled in a high school completion program with at least 12 hours of instruction the previous school year who meet the goal of obtaining a gold, silver, or platinum Career Readiness Certificate. The goal of obtaining a bronze Career Readiness Certificate will not be included.

Factor 3: The number of 17–21 year old students with at least twelve hours of instruction who meet the goal of obtaining either a high school diploma or who successfully passed a high school equivalency examination the previous school year.

35 percent of the allocation will be based on Factor 1.

25 percent of the allocation will be based on Factor 2.

40 percent of the allocation will be based on Factor 3.

FAMILY LITERACY

South Carolina Family Literacy Collaborative Projects must contain all of the following components:

- adult education/literacy instruction,**
- early childhood instruction,
- PACT (Parent and Child Together), and
- parenting instruction.

** Adult education programs are encouraged to work with early childhood education and family literacy programs; however, only the adult education portion of the family literacy program may be paid with adult education funds.

EQUIPMENT

All equipment purchased with funds budgeted under “Equipment” (181-500, 182-500, 183-500, and 223-500) must meet the following guidelines:

- Property records must be maintained that include a description of the property, a serial number or other identification number, the vendor’s name, the acquisition date, the cost of the property, and the location of the property.
- A physical inventory of the property must be taken and the results reconciled with the property records every year
- Disposal of obsolete equipment shall be documented in the inventory report. *Obsolete or inoperable equipment* is defined as equipment that is worn out, that is irreparable or not economically feasible to repair, or that has been replaced by new technology.
- Prior approval by the Office of Adult Education must be obtained in order to sell obsolete equipment. Funds generated from the sale of obsolete equipment must be reported to the Office of Adult Education.

EXPENDITURES

Allowed expenditures include costs that are necessary and prudent to the successful operation of the program. However, expenditures will be limited to those identified in the approved plan.

The appropriate accounts for **allowed expenditures** are

356-181-100	Adult Basic Education Programs Salaries
356-181-200	Adult Basic Education Programs Employee Benefits
356-181-300	Adult Basic Education Programs Purchased Services
356-181-400	Adult Basic Education Programs Supplies and Materials
356-181-500*	Adult Basic Education Programs Capital Outlay
356-182-100	Adult Secondary Education Programs Salaries
356-182-200	Adult Secondary Education Programs Employee Benefits
356-182-300	Adult Secondary Education Programs Purchased Services
356-182-400	Adult Secondary Education Programs Supplies and Materials
356-182-500*	Adult Secondary Education Programs Capital Outlay

356-183-100	Adult English Literacy (ESL) Salaries
356-183-200	Adult English Literacy (ESL) Employee Benefits
356-183-300	Adult English Literacy (ESL) Purchased Services
356-183-400	Adult English Literacy (ESL) Supplies and Materials
356-183-500*	Adult English Literacy (ESL) Capital Outlay
356-221-100	Improvement of Instruction Curriculum Development Salaries
356-221-200	Improvement of Instruction Curriculum Development Employee Benefits
356-221-300	Improvement of Instruction Curriculum Development Purchased Services
356-221-400	Improvement of Instruction Curriculum Development Supplies and Materials
356-223-100	Supervision of Special Programs Salaries
356-223-200	Supervision of Special Programs Employee Benefits
356-223-300	Supervision of Special Programs Purchased Services
356-223-400	Supervision of Special Programs Supplies and Materials
356-223-500*	Supervision of Special Programs Capital Outlay
356-224-100	Improvement of Instruction In-service and Staff Training Salaries
356-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
356-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
356-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
356-254-100	Operation and Maintenance of Plant Salaries
356-254-200	Operation and Maintenance of Plant Employee Benefits
356-254-300	Operation and Maintenance of Plant Purchased Services
356-254-400	Operation and Maintenance of Plant Supplies and Materials

*Requests for budget items in these categories **must be submitted in writing** and **must be approved in writing** by the Office of Adult Education.

Budget amendments must be received in the Office of Adult Education no later than May 15 of the current fiscal year. If May 15 falls on a weekend, all amendments will be due the following Monday.

Responsible Office: Office of Adult Education
 Contacts: David Stout, 803-734-8348 (budget questions)
 Fax: 803-734-3643
 Janet Thompson, 803-734-8472 (program questions)

Terry Fetner Phillips, 803-734-8080 (program questions)

Mike King, 803-734-8300 (program questions)

Tonya Creamer, 803-734-8069 (program questions)

Harriette Jenerette, 803-734-4708 (program questions)

Jennifer Cooper-Keels, 803-734-8070 (data questions)

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REVENUE	3558	READING
SUBFUND	358	EIA FUND

Allocation Formula

Funds are distributed on the number of weighted pupil units in each school district in proportion to the statewide weighted pupil units using the 135-day count of the prior year.

Legal References

General Appropriation Act, 2013, Proviso 1A.26

Guidelines

Districts must expend the funds on teaching teachers how to teach reading at all levels and across all content areas.

The goal of the this funding is to help teachers develop the knowledge base they need in order to make informed and effective curricular and instructional decisions about reading and readers. Because of this, districts must make the choice on which reading programs will best serve their students.

Of the funds appropriated for reading/literacy, the Department of Education, schools, and districts shall ensure that resources are utilized to improve student achievement in reading/literacy. To focus on the importance of early reading and writing skills and to ensure that all students acquire reading/literacy skills by the end of grade 3, fifty percent of the appropriation shall be directed toward acquisition of reading proficiency to include, but not be limited to, strategies in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Forty percent of the appropriation shall be directed toward classroom instruction and intervention to focus on struggling readers and writers in grades 4-8. Ten percent of the appropriation should be directed toward acceleration to provide additional opportunities for deepening and refinement of literacy skills.

Disallowed expenditures include salaries for aides, classroom furniture, and non-instructional equipment, maintenance and computers.

Allowed expenditures include salaries, fringe benefits, consultation services, travel to and from schools and conferences, instructional materials and computers and software used to implement a successful reading program.

The appropriate accounts for **allowed expenditures** are

358-100-100	Instructional Salaries
358-100-200	Instructional Employee Benefits

358-100-300	Instructional Purchased Services
358-100-400	Instructional Supplies and Materials
358-221-100	Improvement of Instruction–Curriculum Development Salaries
358-221-200	Improvement of Instruction–Curriculum Development Employee Benefits
358-221-300	Improvement of Instruction–Curriculum Development Purchases Services
358-221-400	Improvement of Instruction–Curriculum Development Supplies and Materials
358-224-100	Improvement of Instruction In-service and Staff Training Salaries
358-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
358-224-300	Improvement of Instruction In-service and Staff Training Purchases Services
358-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials

Because a variety of program activities are permissible, appropriate account numbers will be determined based on services provided and goods delivered in accordance with program guidelines. As a result, the function and object codes displayed above are header codes only and not the detailed function and object account codes which **must be recorded by the district.

Responsible Office: Office of Instructional Practices and Evaluations
Contact: Candice Walsh, 803-734-0091
E-Mail Address: CLwalsh@ed.sc.gov

REVENUE	3571	PALMETTO PRIORITY SCHOOLS
SUBFUND	371	EIA FUND

Allocation Formula

Funding will be allocated with a base amount of \$123,415 and will be awarded to all Priority Schools with an additional allotment of \$20 per student based on student enrollment used for the previous year's allocation.

Legal Reference

General Appropriations Act, 2013, Proviso 1A.15

Guidelines

The funds must be expended on strategies and activities as expressly outlined in the Challenge to Achieve Plan and the Memorandum of Agreement (MOA). The SC Department of Education provides technical assistance in designing and implementing the Challenge to Achieve Plan and in brokering for technical assistance personnel, as needed and as stipulated in the MOA. Schools may amend their budget through required quarterly updates.

Disallowed expenditures

Supplanting is not allowed and this funding may not be used for non-instructional Capital Outlay expenditures.

The appropriate accounts for **allowed expenditures** are

371-100-100**	Instruction Salaries
371-100-200	Instruction Employee Benefits
371-100-300	Instruction Purchased Service
371-100-400	Instruction Supplies and Materials
371-100-500	Instruction Capital Outlay
371-100-600	Instruction Other Objects
371-200-100**	Support Services Salaries
371-200-200	Support Services Employee Benefits
371-200-300	Support Services Purchased Service
371-200-400	Support Services Supplies and Materials
371-200-600	Support Services Other Objects

**Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above

are header codes only and not the detailed function and object account codes that **must** be recorded by the district.

Responsible Office: Office of School Transformation
Contact: Tina Jamison, 803-734-3397
E-Mail Address: tjamison@ed.sc.gov

REVENUE 3577 TEACHER SUPPLIES
(No Carryover Provision)

SUBFUND 377 EIA FUND

Allocation Formula

To offset expenses incurred by eligible employees for supplies directly related to the education of students, an allocation of up to \$275 will be made to each eligible individual who is employed by a school district or a special school as of November 30 of the current fiscal year. *In the 2013-2014 school year, the per-teacher allocation will be \$275.*

Legal Reference

General Appropriation Act, 2013, Proviso 1A.12

Guidelines

All certified public school or special school classroom teachers, media specialists, and guidance counselors (position codes 03–11, 17 and 18) who are employed by a school district as of November 30 of the current fiscal year, shall receive reimbursement of *up to* \$275 each to offset expenses incurred by them for teaching supplies and materials. Funds shall be disbursed by the Department to school districts by July 15, based on the last reconciled Professional Certified staff (PCS) listing from the previous year. Any deviation in the PCS and actual teacher count will be reconciled by December 31 or as soon as practicable thereafter. School districts shall disburse these funds on the first day that teachers are required to be in attendance at school for the current contract year. Funds will be disbursed in a manner separate and distinct from their payroll check.

Funds distributed to school districts or allocated to school districts must not supplant existing supply money paid to teachers from other sources.

Any district requiring receipts, must notify teachers who have not submitted receipts between November 25 and December 6 that they must submit receipts to the district. Any funds not disbursed to teachers must be returned to the Department and may not be retained by the districts.

Special Note: Any supplies/materials/equipment purchased with the teacher supply funding is that of the teacher and not the school district in which the teacher is employed. If a teacher leaves the employment of the district, supplies are taken by the teacher upon their departure.

The appropriate accounts for **allowed expenditures** are

377-100-410	Instruction Supplies and Materials
377-212-410	Guidance Services Supplies and Materials
377-222-410	Library and Media Services Supplies and Materials

Responsible Office: Office of Finance
Contact: Sue Martinez, 803-734-8145
E-Mail Address: smartine@ed.sc.gov

**REVENUE 3578 HIGH SCHOOLS THAT WORK/MAKING
MIDDLE GRADES WORK**

SUBFUND 378 EIA FUNDS

Allocation Formula

Funds will be made available for new and existing High Schools That Work (HSTW), Making Middle Grades Work (MMGW), and Career Centers That Work (CCTW) sites.

Legal Reference

General Appropriation Act, 2013, Proviso 1A.19

Guidelines

Allowed expenditures include costs to

- establish High Schools That Work (HSTW), Making Middle Grades Work (MMGW), and Career Centers That Work (CCTW) sites to enable South Carolina's schools to participate in a nationally recognized total school reform initiative(s);
- provide professional development opportunities through the Southern Regional Education Board (SREB), existing HSTW/MMGW/CCTW site leadership, or other HSTW/MMGW/CCTW leadership professionals;
- purchase instructional materials that would support the implementation/integration of the ten (10) Key Practices associated with both the HSTW and MMGW school reform initiatives and Career Centers That Work reform initiatives;
- enable prospective sites to visit other HSTW/MMGW/CCTW sites in order to more completely and successfully join the state's network; and
- provide leadership, training, and equipment in support of Project Lead The Way (PLTW) and Gateway to Technologies; pre-engineering curricula with a focus on rigorous math and science instruction and integration that directly support the career and technology emphasis that is a component of HSTW/MMGW/CCTW.
- pay membership fees to SREB

The appropriate accounts for **allowed expenditures** are

378-113-311	Elementary Programs Instructional Services (Grades 6-8 only)
378-113-312	Elementary Programs Instructional Program Improvement Services (Grades 6-8 only)
378-113-314	Elementary Programs Staff Services (Grades 6-8 only)
378-113-332	Elementary Programs Travel (Grades 6-8 only)
378-113-340	Elementary Programs Communications (Grades 6-8 only)

378-113-410	Elementary Programs Supplies (Grades 6-8 only)
378-113-640	Dues and Fees
378-114-311	High School Programs Instructional Services
378-114-312	High School Programs Instructional Program Improvement Services
378-114-314	High School Programs Staff Services
378-114-332	High School Programs Travel
378-114-340	High School Programs Communications
378-114-410	High School Programs Supplies
378-114-640	Dues and Fees
378-115-120	CTE Programs Substitute/Temporary Salaries
378-115-311	CTE Programs Instructional Services
378-115-312	CTE Programs Instructional Program Improvement Services
378-115-314	CTE Programs Staff Services
378-115-332	CTE Programs Travel
378-115-340	CTE Programs Communications
378-115-345	CTE Programs Technology
378-115-410	CTE Programs Supplies
378-115-445	CTE Programs Technology and Software
378-115-540	CTE Programs Equipment
378-115-545	CTE Programs Technology Equipment and Software
378-115-640	Dues and Fees
378-116-314	CTE Programs Staff Services
378-116-332	CTE Programs Travel
378-116-340	CTE Programs Communications
378-116-345	CTE Programs Technology
378-116-410	CTE Programs Supplies
378-116-445	CTE Programs Technology and Software
378-116-540	CTE Programs Equipment
378-116-545	CTE Programs Technology Equipment and Software
378-116-640	Dues and Fees
378-224-311	Improvement of Instruction In-service and Staff Training Instructional Services
378-224-312	Improvement of Instruction In-service and Staff Training Instructional Program Improvement Services
378-224-314	Improvement of Instruction In-service and Staff Training Staff Services
378-224-332	Improvement of Instruction In-service and Staff Training Travel
378-224-340	Improvement of Instruction In-service and Staff Training Communications

378-224-410

Improvement of Instruction In-service and Staff Training
Supplies

Responsible Office: Office of School Transformation
Contact: Tina Jamison, 803-734-3397
E-Mail Address: tjamison@ed.sc.gov

REVENUE	3581	STUDENT HEALTH AND FITNESS— NURSES
SUBFUND	381	SPECIAL REVENUE FUND
PROJECT NUMBER		IN

Allocation Formula

The South Carolina General Assembly makes appropriations to fund the elementary school nurse grants during its annual state budget approval process. Based on the amount appropriated by the General Assembly, the SCDE makes these funds available to school districts through formula (non-competitive) grants. The formula is based on a “per school allocation” which will be determined by dividing the amount appropriated by the total number of eligible schools for which funding is requested. To determine each school district’s grant award, the “per school allocation” will be multiplied by the number of eligible schools for which the district requested funding. No districts will receive more funding than requested. Any funds remaining after the initial calculations will be distributed to districts that were not fully funded.

Legal References

S.C. Code Ann. § 59-10-210 (2005); General Appropriation Act, 2013

Guidelines

To provide a *healthy school* that enhances academic achievement for all students, the U.S. Centers for Disease Control and Prevention suggests that districts and schools adopt a coordinated school health approach. The coordinated school health approach includes eight components that work together to keep students in school, in class, healthy and ready to learn: 1) Health Education, 2) Physical Education, 3) Health Services, 4) Nutrition Services, 5) Counseling, Psychological & Social Services, 6) Healthy School Environment, 7) Health Promotion for Staff, and 8) Family and Community Involvement.

Health Services is a critical component of the coordinated school health program model. School nurses provide health services to manage acute and chronic health conditions, assist students in developing good health-related decision-making skills, and provide education to students, staff, and parents/guardians regarding health issues. The health services that school nurses provide enable students to attend school and succeed academically.

Grants must be used to improve the school health services infrastructure by employing licensed nurses in public elementary schools. These funds help to move schools closer to meeting the national standards of having at least one registered nurse for every 750 students in the general school population, one registered nurse for every 225 students

requiring daily professional school nursing services or interventions, one registered nurse for every 125 students with complex health care needs, and additional registered nurses to meet the individual needs of students requiring daily and continuous professional nursing services.

Requirements:

- Funds must be used to place licensed nurses in elementary public schools.
- Grants are available to local school districts on a per school basis.
- School districts must submit all required components of the grant application to receive funding.

Disallowed expenditures: Funds provided through this grant may not be used for office space, office space construction, health office equipment, health office supplies, medical services, computers, software purchases, professional development, or travel.

Allowed expenditures: Expenditures are restricted to covering the cost of salaries and fringe benefits for licensed nurses employed to work in elementary public schools.

The appropriate accounts for **allowed expenditures** are:

381-213-100	Health Services Regular Salaries
381-213-200	Health Services Employee Benefits

Responsible Office:	Office of Nutrition Programs
Contact:	Cathy Young Jones, 803-734-3194
E-Mail Address:	cyjones@ed.sc.gov

REVENUE	3585	SPECIAL ED - ADDITIONAL STATE SUPPORT
SUBFUND	385	EIA FUND

Allocation Formula

Funds will be allocated based on the number of special education average daily membership.

Legal Reference

General Appropriation Act, 2013 Proviso 1A.38

Guidelines

Funds are allocated to provide special education and related services for students with disabilities under the IDEA.

The appropriate accounts for **allowed expenditures** are

385-120-100	Exceptional Programs Salaries
385-120-200	Exceptional Programs Employee Benefits
385-120-300	Exceptional Programs Purchased Services
385-120-400	Exceptional Programs Supplies/Materials
385-120-500	Exceptional Programs Capital Outlay
385-120-600	Exceptional Programs Other Objects
385-131-100	Preschool Handicapped Speech (5-yr.-Olds) Salaries
385-131-200	Preschool Handicapped Speech (5-yr.-Olds) Employee Benefits
385-131-300	Preschool Handicapped Speech (5-yr.-Olds) Purchased Services
385-131-400	Preschool Handicapped Speech (5-yr.-Olds) Supplies/Materials
385-131-500	Preschool Handicapped Speech (5-yr.-Olds) Capital Outlay
385-131-600	Preschool Handicapped Speech (5-yr.-Olds) Other Objects
385-132-100	Preschool Handicapped Itinerant (5-yr.-Olds) Salaries
385-132-200	Preschool Handicapped Itinerant (5-yr.-Olds) Employee Benefits
385-132-300	Preschool Handicapped Itinerant (5-yr.-Olds) Purchased Services
385-132-400	Preschool Handicapped Itinerant (5-yr.-Olds) Supplies/Materials
385-132-500	Preschool Handicapped Itinerant (5-yr.-Olds) Capital Outlay
385-132-600	Preschool Handicapped Itinerant (5-yr.-Olds) Other Objects

385-133-100	Preschool Handicapped Self-Contained (5-yr.-Olds) Salaries
385-133-200	Preschool Handicapped Self-Contained (5-yr.-Olds Employee Benefits
385-133-300	Preschool Handicapped Self-Contained (5-yr.-Olds) Purchased Services
385-133-400	Preschool Handicapped Self-Contained (5-yr.-Olds) Supplies/ Materials
385-133-500	Preschool Handicapped Self-Contained (5-yr.-Olds) Capital Outlay
385-133-600	Preschool Handicapped Self-Contained (5-yr.-Olds) Other Objects
385-134-100	Preschool Handicapped Homebased (5-yr.-Olds) Salaries
385-134-200	Preschool Handicapped Homebased (5-yr.-Olds) Employee Benefits
385-134-300	Preschool Handicapped Homebased (5-yr.-Olds) Purchased Services
385-134-400	Preschool Handicapped Homebased (5-yr.-Olds) Supplies/Materials
385-134-500	Preschool Handicapped Homebased (5-yr.-Olds) Capital Outlay
385-134-600	Preschool Handicapped Homebased (5-yr.-Olds) Other Objects
385-135-100	Preschool Handicapped Speech (3- & 4-yr.-Olds) Salaries
385-134-200	Preschool Handicapped Speech (3- & 4-yr.-Olds) Employee Benefits
385-135-300	Preschool Handicapped Speech (3- & 4-yr.-Olds) Purchased Services
385-135-400	Preschool Handicapped Speech (3- & 4-yr.-Olds) Supplies/Materials
385-135-500	Preschool Handicapped Speech (3- & 4-yr.-Olds) Capital Outlay
385-135-600	Preschool Handicapped Speech (3- & 4-yr.-Olds) Other Objects
385-136-100	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Salaries
385-136-200	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Employee Benefits
385-136-300	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Purchased Services
385-136-400	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Supplies/Materials
385-136-500	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Capital Outlay

385-136-600	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Other Objects
385-137-100	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Salaries
385-137-200	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Employee Benefits
385-137-300	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Purchased Services
385-137-400	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Supplies/ Materials
385-137-500	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Capital Outlay
385-137-600	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Other Objects
385-138-100	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Salaries
385-138-200	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Employee Benefits
385-138-300	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Purchased Services
385-138-400	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Supplies/ Materials
385-138-500	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Capital Outlay
385-138-600	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Other Objects
385-145-100	Homebound* Salaries
385-145-200	Homebound Employee Benefits
385-145-300	Homebound Purchased Services
385-145-400	Homebound Supplies/Materials
385-145-500	Homebound Capital Outlay
385-145-600	Homebound Other Objects
385-161-100	Autism Salaries
385-161-200	Autism Employee Benefits
385-161-300	Autism Purchased Services
385-161-400	Autism Supplies and Materials
385-161-500	Autism Capital Outlay
385-161-600	Autism Other Objects
385-200-100**	Support Services Salaries
385-200-200	Support Services Employee Benefits
385-200-300	Support Services Purchased Services
385-200-400	Support Services Supplies/Materials
385-200-500	Support Services Capital Outlay

385-200-600

Support Services Other Objects

* for students with disabilities only

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with IDEA spending guidelines. Function and object accounts displayed above are only header codes. Detailed function and object account codes **must be recorded by the district.

Responsible Office: Office of Exceptional Children
Contact: Michael Thom, 803-734-8788
E-Mail Address: mthom@ed.sc.gov

REVENUE 3592 WORK-BASED LEARNING

SUBFUND 392 EIA FUND

PROJECT NUMBER VA

Allocation Formula

\$75,000 of the funds appropriated for the Work-Based Learning Program shall be used by the South Carolina Department of Education to provide for professional development in contextual methodology and integration of curriculum, professional development in career guidance for teachers and guidance counselors and for training mentors. In addition, \$500,000 shall be allocated for Regional Career Specialists in the WIA geographic areas to provide career development activities throughout all schools within the region.

The remaining funds for the Work-Based Learning Program will be allocated to school districts based on the following formula:

$$(2PY \text{ DWPU} \times \text{base}) - (2PY \text{ SWPU} \times 2PY \text{ DTI} \times 0.3 \times \text{base})$$

2PY	=	2d preceding year
DWPU	=	district weighted pupil units
base	=	per-pupil <u>base</u> amount
SWPU	=	state weighted pupil units
DTI	=	district tax index

Note: Proviso 1A.19 stipulates that unexpended funds appropriated in the prior fiscal year may be carried forward to the current fiscal year and expended for the same purposes.

Legal References

General Appropriation Act, 2013, Proviso 1A.7

24 S.C. Code Ann. Regs. 43-225 (State Board of Education Regulation)

Guidelines

See applicable subprogram codes for Career and Technology Education programs listed under Revenue Code 4210, Perkins Aid, Title I.

The following are **allowed expenditures**

- Consultant fees; substitute teacher pay; per diem expenses for workshops for teachers, administrators, counselors and volunteers; to implement activities; to provide

opportunities for academic and career and technology education teachers to work together to plan integrated instruction for students; implement strategies and action plans to address accelerated learning for students who are behind their age peers; provide professional development activities to train teachers in identifying, assessing and accommodating different learning styles; provide professional development activities in the areas of applied techniques and workshops on career guidance for teachers and counselors; provide training for mentors; and provide supplies and equipment for the applied academic courses.

- Salary, fringe benefits, travel, and routine office supplies and equipment for the Work-based Learning coordinator.
- Travel for students to work sites. Please ensure that travel funds expended are for approvable, work-based learning activities. The work-based learning must complement and relate to the school-based career majors that the students are pursuing. Travel records must be maintained by the school district.
- Salary, fringe benefits, travel, supplies, and equipment for a career specialist.

The appropriate accounts for **allowed expenditures** are

392-100-120	Instruction Substitute/Temporary Salaries
392-100-200**	Instruction Substitute/Temporary Employee Benefits
392-100-410	Instruction Supplies (for applied academic courses)
392-100-445	Instruction Technology and Software Supplies
392-100-500**	Instruction Equipment (for applied academic courses)
392-212-100	Guidance Services Salaries
392-212-200	Guidance Services Employee Benefits
392-212-300	Guidance Services Purchased Services
392-212-400	Guidance Services Supplies and Materials
392-212-500	Guidance Services Capital Outlay
392-212-600	Guidance Services Other Objects
392-221-100	Improvement of Instruction Curriculum Development Salaries
392-221-200	Improvement of Instruction Curriculum Development Employee Benefits
392-221-300	Improvement of Instruction Curriculum Development Purchased Services
392-221-400	Improvement of Instruction Curriculum Development Supplies and Materials
392-221-500	Improvement of Instruction Curriculum Development Capital Outlay
392-221-600	Improvement of Instruction Curriculum Development Other Objects
392-223-100	Supervision of Special Programs Salaries
392-223-200	Supervision of Special Programs Employee Benefits
392-223-300	Supervision of Special Programs Purchased Services
392-223-400	Supervision of Special Programs Supplies and Materials

392-223-500	Supervision of Special Programs Capital Outlay
392-223-600	Supervision of Special Programs Other Objects
392-224-100	Improvement of Instruction In-service and Staff Training Salaries
392-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
392-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
392-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
392-224-500	Improvement of Instruction In-service and Staff Training Capital Outlay
392-224-600	Improvement of Instruction In-service and Staff Training Other Objects
392-251-100	Student Transportation (Federal/District Mandated) Salaries
392-251-200	Student Transportation (Federal/District Mandated) Employee Benefits
392-251-331	Student Transportation (Federal/District Mandated) Purchased Services
392-251-400	Student Transportation (Federal/District Mandated) Supplies and Materials
392-251-500	Student Transportation (Federal/District Mandated) Capital Outlay

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

Responsible Office: Office of Career and Technology Education
Contact: Maria Swygert, 803-734-8456
E-Mail Address: nmswyger@ed.sc.gov

REVENUE	3597	AID TO DISTRICTS
SUBFUND	397	EIA FUND

Allocation Formula

Allocations will be based on weighted pupil units.

Legal References

General Appropriation Act, 2013, Proviso 1A.35

Guidelines

Aid to District funding should be used to support programs implemented in SC school districts, similar to those of the Education Finance Act.

The appropriate accounts for **allowed expenditures** are

397-100-100**	397-200-100**
397-100-200	397-200-200
397-100-300	397-200-300
397-100-400	397-200-400
397-100-500	397-200-500
397-100-600	397-200-600

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district

Responsible Office:	Office of Finance
Contact:	Mellanie Jinnette, 803-734-3605
E-Mail Address:	mjinnett@ed.sc.gov

Section 8

Restricted State Funding (Listed by Revenue Code)

Revenue Code	Subfund	State Restricted Program Description	2013-2014 State Allocation	Page Number
3118	928	EEDA Career Specialists	\$ 21,362,113	75
3127	937	Student Health and Fitness (PE Teacher Ratio)	\$ 5,480,326	77
3131	100	Handicapped Transportation – Bus Driver Aides	\$ 129,548	79
3131	100	Handicapped Transportation – Special Needs Students Contract Reimbursement	\$ 298,390	80
3132	100	Home Schooling	TBD	82
3134	924	CDEPP Expansion	\$16,566,439	83
3136	936	Student Health and Fitness – Nurses	\$ 14,817,176	86
3142	600	School Lunch Program Aid	\$ 326,039	88
3160	100	School Bus Driver Salary	\$ 36,233,620	89
3161	100	EAA Bus Driver Salary and Fringe	TBD	91
3162	100	Transportation Workers Compensation	\$ 2,996,195	93
3165	100	EEDA Transportation	\$ 608,657	94
3170	500	State School Building Aid	\$ 0	95
3172	500	Children's Education Endowment (Barnwell)	TBD	97
3180	100	Fringe Benefits Employer Contributions	\$ 581,101,117	99
3181	100	Retiree Insurance	\$ 154,663,333	101
3193	919	Education License Plates	TBD	102
3350	100	Residential Treatment Facilities (RTF)	TBD	103

REVENUE	3118	EEDA CAREER SPECIALISTS
SUBFUND	928	SPECIAL REVENUE FUND

Allocation Formula

Funds are distributed based on the 45-day student count. Schools are funded based on the difference between the 300:1 student to counselor ratio required by the Education and Economic Development Act (EEDA) and the 500:1 ratio required by previous law.

Legal References

The Education and Economic Development Act of 2005

General Appropriation Act, 2013, Proviso 1.47

Guidelines

These funds may only be used for salary and benefits for guidance personnel (school counselors and career specialists) to meet the 300:1 student to guidance personnel ratio of the Education and Economic Development Act (EEDA). Career specialists were funded for middle schools and high schools in 2007–08. Districts have the flexibility to move the allocated FTEs between eligible schools within the district to achieve the 300:1 ratio.

The school-based middle school and high school career specialists who provide career services to school districts must hold both a bachelor's degree and Global Career Development Facilitator (GCDF) certification from the Center for Credentialing and Education (CCE). A certified school counselor who has earned the CCE's Career Development Facilitator (CDF) certification is not required to obtain the GCDF certification.

An individual who holds a bachelor's degree but has not completed the required 120 hours of classroom training in the GCDF competency areas may be hired as a career specialist in the South Carolina public school system. However, that individual must complete the required 120-hour CDF course and become GCDF certified within two years. If the individual who was hired without GCDF certification fails to complete the requirements for the GCDF credential within the two-year period, he or she will not meet the minimum qualification requirements for the position, and the district will no longer receive state funding for that person.

The appropriate accounts for **allowed expenditures** are

928-212-100	Guidance Salaries
928-212-200	Guidance Employee Benefits
928-217-100	Career Development Facilitator Salaries

928-217-200

Career Development Facilitator Employee Benefits

Responsible Office: Office of Student Intervention Services
Contact: Sherry Williams, 803-734-6267
E-Mail Address: srwillia@ed.sc.gov

REVENUE	3127	STUDENT HEALTH AND FITNESS – PE TEACHERS
SUBFUND	937	SPECIAL REVENUE FUND

Allocation Formula

Funds allocated to districts based on average daily membership of grades K-5 from the preceding year.

Legal References

S.C Code Ann. §59-10-10 to 59-10-60 (2005)

General Appropriation Act, 2013 Provisos 1.61

Guidelines

Students in kindergarten through fifth grade must be provided a minimum of one hundred fifty minutes a week of physical education and physical activity. The student to certified physical education teacher ratio in the elementary schools of the State must be 600 to 1. The student to teacher ratio in physical education may not exceed the average ratio of 28 to 1. The certified physical education teacher to student ratio is designed to provide students in kindergarten through fifth grade with scheduled physical education either every day or on alternate days throughout the school year and must be based on the South Carolina Physical Education Academic Standards. During each year of implementation of the reduced student to teacher ratio, each district shall report to the South Carolina Department of Education by June 15 the number of minutes of physical education instruction and physical activity minutes. The report must be listed by elementary school and by individual class and grade level. Each district shall make every effort to ensure that elementary schools in its district have age appropriate equipment and facilities to implement the physical education standards.

Allowable expenditure is hiring certified physical education teachers to meet the mandated student to teacher ratio of 600 to 1. If sufficient numbers of teachers have been hired, funds should be used to support elementary physical education programs.

The appropriate accounts for **allowed expenditures** are

937-111-100	Kindergarten Programs Salaries
937-111-200	Kindergarten Programs Employee Benefits
937-111-300	Kindergarten Programs Purchased Services
937-111-400	Kindergarten Programs Supplies and Materials
937-112-100	Primary Programs Salaries
937-112-200	Primary Programs Employee Benefits

937-112-300	Primary Programs Purchased Services
937-112-400	Primary Programs Supplies and Materials
937-113-100	Elementary Programs Salaries
937-113-200	Elementary Programs Employee Benefits
937-113-300	Elementary Programs Purchased Services
937-113-400	Elementary Programs Supplies and Materials
937-224-300	Improvement of Instruction In-service and Staff Training Purchased Services

Responsible Office: Office of Instructional Practices and Evaluations
Contact: Christine Beyer, 803-734-2782
E-Mail Address: Cbeyer@ed.sc.gov

REVENUE	3131	HANDICAPPED TRANSPORTATION—BUS DRIVER AIDES
		HANDICAPPED TRANSPORTATION— SPECIAL NEEDS STUDENTS CONTRACT REIMBURSEMENT
SUBFUND	100	GENERAL FUND

Allocation Formula

BUS DRIVERS AIDES

Districts with five or more special needs buses receive one aide slot for every five special needs buses that are operated by the district. That total (rounded down to the whole number) is multiplied by the rate established by the Office of Transportation for the current fiscal year. Districts with fewer than five special needs buses receive one aide slot. That number is multiplied by the rate established by the Office of Transportation for the current fiscal year.

Legal References

S.C. Code Ann. § 59-5-60 (2004)

24 S.C. Code Ann. Regs. 43-80.B (State Board of Education Regulation)

General Appropriation Act, 2013

Guidelines

The State allocates these funds to districts to offset the cost of salaries for school bus aides.

State Board Regulation 43-80.B states “A student that is disabled shall be accompanied by an aide if the student’s Individual Education Program so specifies.”

Allowed expenditures include salary and fringe cost for aides employed to assist students while being transported on special needs school buses that are state owned and operated.

The appropriate accounts for **allowed expenditures** are

100-255-100	Student Transportation (State Mandated) Salaries
100-255-200	Student Transportation (State Mandated) Employee Benefits

SPECIAL NEEDS STUDENTS CONTRACT REIMBURSEMENT

School districts are reimbursed on the basis of the mileage rate specified in the annual State Appropriation Act up to a maximum of sixty-four miles per day. To determine a district's total allocation, the number of miles is multiplied by the number of days a child attends school each semester.

Legal Reference

S.C. Code Ann. § 59-67-520 (2004)

Guidelines

These funds are allocated to districts to pay for contract student transportation services for students with special needs. Contract student transportation services may be purchased for any period of time and should be used when the cost of the contract is less than the cost of operating a school bus.

Vehicles certified by the manufacturer to transport fewer than eleven passengers or vehicles certified as school buses are the only vehicles approved for use under a contract.

School districts submit contract requests to the South Carolina Department of Education for approval. The SCDE bus shop supervisor must receive the contract prior to October 15 to qualify for the full 180-day reimbursement. Contracts received by the SCDE bus shop supervisor after October 15, can qualify for funds effective ten school days from receipt of the contract by the SCDE bus shop supervisor or initiation of service, whichever comes last. The total number of days that transportation services have been delivered prior to this ten-day grace period will be deducted from the days and the funding amount of the contract request.

Contracts are approved for first-semester and/or second-semester funding since funding for this program has not been adequate to cover all the approved contract expenses. Each semester's contract will receive its pro rata share of one half of the funds appropriated by the legislature.

School districts must submit first-semester reimbursement requests by February 15 of the current fiscal year. School districts must submit second-semester reimbursement requests by June 15 of the current fiscal year. Reimbursement requests not received by these dates may be subject to total loss of funding.

Allowed Expenditures

Contract student transportation services that reimburse contractors for transportation are based on a mileage rate as specified in the current year's state appropriation act, for a maximum of sixty-four miles per day. No contract may exceed the maximum of sixty-four miles per day for the first student. Each additional student transported by a contractor qualifies for reimbursement at a rate of \$1.11 per day with a maximum of \$100 per student

per semester. School districts that contract with SCDE to transport students on district-owned buses will be reimbursed at a rate of \$1.48 per mile.

The appropriate account for **allowed expenditures** is

100-255-331 Student Transportation

Responsible Office: Office of Transportation
Contact: Bill Tindal, 803-734-8255
E-Mail Address: btindal@ed.sc.gov

REVENUE 3132 HOME SCHOOLING
(No Carryover Provision)

SUBFUND 100 GENERAL FUND

Allocation Formula

$$\begin{array}{rclcl} & \text{EFA base student cost} & \times & .25 \text{ weighting factor} & \\ \times & \text{number of students reported} & = & \text{district allocation} & \end{array}$$

Legal Reference

S.C. Code Ann. §§ 59-20-40(1)(C) and 59-65-40 (2004)

General Appropriation Act, 2013

Guidelines

Districts must retain the approved documentation for each pupil, a copy of the “Home Schooling” form, and a by-name listing of all approved pupils.

Data must be submitted to the Office of Finance to report the number of students under Home Schooling. Report only those students that are supervised by your district. Students whose instruction is conducted under the auspices of the South Carolina Association of Independent Home Schools ***are not eligible for funding.***

Allowed expenditures include those activities designed for the overall supervision, coordination, and direction of this special program. The appropriate accounts are

100-223-100	Supervision of Special Programs Salaries
100-223-200	Supervision of Special Programs Employee Benefits
100-223-300	Supervision of Special Programs Purchased Services
100-223-400	Supervision of Special Programs Supplies and Materials
100-223-500	Supervision of Special Programs Capital Outlay
100-223-600	Supervision of Special Programs Other Objects

Responsible Office: Office of Finance
Contact: Sue Martinez, 803-734-8145
E-Mail Address: smartine@ed.sc.gov

**REVENUE 3134 CHILD DEVELOPMENT EDUCATION
PILOT PROGRAM (CDEPP)**

SUBFUND 924 SPECIAL REVENUE FUND

Allocation Formula

Approved providers will receive a per pupil allocation for each “at risk” child participating in the program.

Legal References

General Appropriations Act, 2013 Proviso 1.83

Guidelines

The South Carolina Child Development Education Pilot Program (CDEPP) shall be available for the 2013-2014 school year on a voluntary basis and shall focus on the developmental and learning support that children must have in order to be ready for school and must incorporate parenting education.

Each child residing in the pilot districts, who will have attained the age of four years old on or before September 1, of the school year, and meets the at-risk criteria is eligible for enrollment in the CDEPP for one year. For purposes of this funding, at risk is defined as “on free-reduced lunch or Medicaid eligible”.

Services for this program will be considered full time. The instructional day will consist of 6.5 hours and for 180 days.

For purposes of the funding, the Provider is considered the approved school.

Providers shall:

1. comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services;
2. comply will all state and local health and safety laws and codes;
3. comply with all state laws that apply regarding criminal background checks for employees and exclude from employment any individual not permitted by state law to work with children;
4. be accountable for meeting the education needs of the child and report at least quarterly to the parent/guardian on his progress;
5. comply with all program, reporting, and assessment criteria required of providers;

6. maintain individual student records for each child enrolled in the program to include, but not be limited to, assessment data, health data, records of teacher observations, and records of parent/guardian and teacher conferences;
7. designate whether extended day services will be offered to the parents/guardians of children participating in the program; and
8. be approved, registered, or licensed by the Department of Social Services and,
9. comply with all state and federal laws and requirements specific to program providers.

Providers may limit student enrollment based upon space available.

Providers must also:

10. employ a lead teacher with a two-year degree in early childhood education or related field or be granted a waiver of this requirement from the Department of Education. It is imperative to remember, that teachers working in public schools must be certified in order for the school to be in compliance with No Child Left Behind regulations regarding “high qualified”;
11. employ an education assistant with pre-service or in-service training in early childhood education; Districts may request a waiver of the ECD 101 requirement by providing written documentation as to the qualifications of the teaching assistant.
12. maintain classrooms with at least 10 four-year-old children, but no more than 20 four-year-old children with an adult to child ratio of 1:10. With classrooms having a minimum of 10 children, the 1:10 ratio must be a lead teacher to child ratio. Waivers of the minimum class size requirement may be granted by the South Carolina Department of Education on a case-by-case basis;
13. offer a full day, center-based program with 6.5 hours of instruction daily for 180 school days;
14. provide an approved research-based preschool curriculum that focuses on critical child development skills, especially early literacy, numeracy, and social/emotional development;
15. engage parents’ participation in their child’s educational experience that shall include a minimum of two documented conferences per year; and
16. adhere to professional development requirements.

The appropriate accounts for **allowed expenditures** are

341-147-101	CDEPP Salaries
341-147-201	CDEPP Employee Benefits
341-147-300	CDEPP Purchased Services
341-147-400	CDEPP Supplies and Materials
341-147-500	CDEPP Capital Outlay
341-189-300	CDEPP (Parenting) Purchased Services
341-189-401	CDEPP (Parenting) Supplies
341-224-300	Teacher In-service Purchased Services
341-224-400	Teacher In-service Supplies and Materials

Responsible Office: Office of Instructional Practices and Evaluations
Contact: Penny Danielson, 803-734-8227
E-Mail Address: pdanielson@ed.sc.gov

REVENUE **3136** **STUDENT HEALTH AND FITNESS - NURSES**

SUBFUND **936** **SPECIAL REVENUE FUND**

PROJECT NUMBER **FN**

Allocation Formula

The South Carolina General Assembly makes appropriations to fund the elementary school nurse grants during its annual state budget approval process. Based on the amount appropriated by the General Assembly, the SCDE makes these funds available to school districts through formula (non-competitive) grants. The formula is based on a “per school allocation” which will be determined by dividing the amount appropriated by the total number of eligible schools for which funding is requested. To determine each school district’s grant award, the “per school allocation” will be multiplied by the number of eligible schools for which the district requested funding. No districts will receive more funding than requested. Any funds remaining after the initial calculations will be distributed to districts that were not fully funded.

Legal References

S.C. Code Ann. § 59-10-210 (2005); General Appropriation Act, 2013; Proviso 1.61

Guidelines

To provide a *healthy school* that enhances academic achievement for all students, the U.S. Centers for Disease Control and Prevention suggests that districts and schools adopt a coordinated school health approach. The coordinated school health approach includes eight components that work together to keep students in school, in class, healthy and ready to learn: 1) Health Education, 2) Physical Education, 3) Health Services, 4) Nutrition Services, 5) Counseling, Psychological & Social Services, 6) Healthy School Environment, 7) Health Promotion for Staff, and 8) Family and Community Involvement.

Health Services is a critical component of the coordinated school health program model. School nurses provide health services to manage acute and chronic health conditions, assist students in developing good health-related decision-making skills, and provide education to students, staff, and parents/guardians regarding health issues. The health services that school nurses provide enable students to attend school and succeed academically.

Grants must be used to improve the school health services infrastructure by employing licensed nurses in public elementary schools. These funds help to move schools closer to meeting the national standards of having at least one registered nurse for every 750 students in the general school population, one registered nurse for every 225 students requiring daily professional school nursing services or interventions, one registered nurse for

every 125 students with complex health care needs, and additional registered nurses to meet the individual needs of students requiring daily and continuous professional nursing services.

Requirements:

- Funds must be used to place licensed nurses in elementary public schools.
- Grants are available to local school districts on a per school basis.
- School districts must submit all required components of the grant application to receive funding.

Disallowed expenditures: Funds provided through this grant may not be used for office space, office space construction, health office equipment, health office supplies, medical services, computers, software purchases, professional development, or travel.

Allowed expenditures: Expenditures are restricted to covering the cost of salaries and fringe benefits for licensed nurses employed to work in elementary public schools..

The appropriate accounts for **allowed expenditures** are:

936-213-100	Health Services Regular Salaries
936-213-200	Health Services Employee Benefits
936-213-300	Health Services Purchased Services

Responsible Office: Office of Nutrition Programs
Contact: Cathy Young Jones, 803-734-3194
E-Mail Address: cyjones@ed.sc.gov

REVENUE 3142 SCHOOL LUNCH PROGRAM AID
SUBFUND 600 FOOD SERVICE FUND

Allocation Formula

$$\frac{\text{number of district cafeteria units}}{\text{number of county cafeteria units}} \times \text{county allocation} = \text{district allocation}$$

Legal References

S.C. Code Ann. § 59-63-750 (2004)

General Appropriation Act, 2013, Proviso 1.13

Guidelines

The funds provided under School Lunch Program Aid are distributed to each school district in the State based on the number of cafeteria units operating in each county/district at the end of the prior school year. The travel expenses of the county school lunch supervisor shall be paid from this appropriation at the prevailing rate of mileage allowed by the State.

The appropriate accounts for **allowed expenditures** are

600-256-100	Food Services Salaries
600-256-200	Food Services Employee Benefits
600-256-300	Food Services Purchased Services
600-256-400	Food Services Supplies and Materials
600-256-500	Food Services Capital Outlay
600-256-600	Food Services Other Objects

Responsible Office: Office of Nutrition Programs
Contacts: Juanita Bowens-Seabrook, 803-734-8205
Andrew Thomas, 803-734-8194
Heather Snelgrove, 803-734-8197
E-Mail Addresses: jbowens@ed.sc.gov
athomas@ed.sc.gov
hsnelgro@ed.sc.gov

REVENUE	3160	SCHOOL BUS DRIVER SALARY
SUBFUND	100	GENERAL FUND

Allocation Formula

Allocations to school districts will be based on the time necessary to accomplish all school bus driver functions. These times will be calculated from documents that are already part of the Annual Route Plan process.

The two essential components of this formula are the route minutes on the approved state funded R-16s/R-17s “School Bus Route Descriptions” and the number of route buses operated on the approved R-16s/R-17s. R-16s/R-17s are due by October 15 of each year. Amendments or corrections must be finalized by February 15.

School districts may contact the Office of Transportation for specific district allocations.

Legal References

S.C. Code Ann. § 59-67-480 (2004)

General Appropriation Act, 2013

Guidelines

SCHOOL BUS DRIVER SALARY

Funding is used by districts to pay for school bus driver salaries and fringe benefits for the delivery of student transportation services in support of state-required public educational programs. The funding is based upon school districts’ following the South Carolina Department of Education’s recommended amounts in the driver salary 22-step pay scale. A school bus driver is placed in the appropriate pay step based on his or her number of years of qualified school bus driving service. A year of qualified school bus driving service is achieved when a bus driver performs state financial school transportation services for at least 135 days in a school year, including Summer School Sessions. The district may disburse these funds to support the fringe benefit costs for the full-time school bus drivers of the district. A “full-time bus driver” must drive thirty or more hours per week.

These funds may also be used to transport qualified students via contract service. Districts may use contracting, when the cost of the contract is less than the cost of operating a school bus. All contracts must be preapproved by the Department. Contracts may use only approved vehicle types. Vehicles certified by the manufacturer to transport fewer than eleven passengers or certified as school buses may be used. A special exception for boat service to an outlying island can be granted.

HAZARDOUS CONDITION TRANSPORTATION

No driver salary funding is available for the district to pay drivers salary for authorized hazardous transportation services. Each school district may submit an application for transportation of children not qualifying for state-funded transportation service who live within an area determined by the school district as having hazardous transportation conditions.

Under the provisions of Section 59-67-420 of the South Carolina Code of Laws, the district will be required to pay for driver salary cost associated with the delivery of hazardous transportation service.

Allowed expenditures include bus driver wages and benefits necessary to fulfill all school bus driver functions as defined in the South Carolina Department of Education's funding allocation formula:

- a. ten hours of annual in-service training;
- b. pre-trip and post-trip inspections;
- c. time for breakdown, waiting, daily housekeeping, and discipline/parent conferences;
- d. washing and disinfectant cleaning of the interior of each bus (six times a year); and
- e. funding of substitute drivers (at a ratio of one substitute driver for every ten route buses operated).

The district may also add costs for regular transportation services delivered via approved contract (Form R-60).

The appropriate accounts for **allowed expenditures** are

100-255-100	Student Transportation (State Mandated) Salaries
100-255-200	Student Transportation (State Mandated) Employee Benefits
100-255-331	Student Transportation (State Mandated) Student Transportation (Contracted Transportation Services)

Responsible Office: Office of Transportation
Contact: Bill Tindal, 803-734-8255
E-Mail Address: btindal@ed.sc.gov

REVENUE	3161	EAA BUS DRIVER SALARY AND FRINGE
SUBFUND	100	SPECIAL REVENUE FUND (EIA)

Allocation Formula

To determine the total driving time, the school bus route driving time, as approved on the Education Accountability Act (EAA) route descriptions, is multiplied by the number of school days that the route is operated. To determine the total reimbursement for the route, the total driving time is multiplied by the average per-minute funding established by the standard driver salary formula. School districts will receive funding for driver salary and fringe costs up to the total amount of the allotted funds.

Legal References

S.C. Code Ann. § 59-5-60 (2004)
General Appropriation Act, 2013

Guidelines

These funds may be used to pay for bus driver wage and benefit costs associated with providing student transportation to education programs funded under the EIA At Risk Student program using Revenue Code 3538 funds:

To be eligible for reimbursement from these funds, a school district needs only to complete the route description form (R-16/17) for each bus route operated and to submit the forms to the SCDE county supervisor for approval. On the basis of this approval, the SCDE Office of Transportation will authorize the operation of route buses for EAA program routes at no cost to the school districts.

Each school district has been allotted EAA bus driver salary funds based upon the number of students who score below basic on the spring 2009 PACT. School districts will receive funding for driver salary and fringe costs not to exceed the total of the allotted funds.

The SCDE may reimburse school districts for the use of district-owned school buses if this method of transportation is determined to be the most efficient for providing such a service for the EAA programs.

The appropriate accounts for **allowed expenditures** are

100-255-100	At Risk Student Funding Student Transportation (State Mandated) Salaries
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100-255-200

At Risk Student Funding
Student Transportation (State Mandated)
Employee Benefits

Responsible Office: Office of Transportation
Contact: Bill Tindal, 803-734-8255
E-Mail Address: Btindal@ed.sc.gov

REVENUE 3162 TRANSPORTATION WORKERS'
COMPENSATION

SUBFUND 100 GENERAL FUND

Allocation Formula

To establish the funding rate per route bus, the total number of State funded route buses from the prior school year is divided into the amount appropriated by the General Assembly to fund School Bus Driver Workers' Compensation Insurance cost. The funding rate per route is multiplied by the number of state funded route buses that were operated by a district during the prior school year to determine the total funding for a school district.

Legal Reference

General Appropriation Act, 2013

Guidelines

The State allocates these funds to districts to offset the cost of workers' compensation insurance premiums.

The appropriate account for **allowed expenditures** is

100-255-270	Student Transportation	(State	Mandated)	Worker's
	Compensation Tax			

Responsible Office: Office of Transportation
Contact: Bill Tindal, 803-734-8255
E-Mail Address: btindal@ed.sc.gov

REVENUE	3165	EEDA TRANSPORTATION
SUBFUND	100	GENERAL FUND

Allocation Formula

To determine the total driving time, the school bus route driving time that qualifies per the ECONOMIC EDUCATION DEVELOPMENT Act (EEDA) for delivering transportation is multiplied by the number of school days each route is operated. To determine the total reimbursement for each route, the total driving time is multiplied by the average per-minute funding established by the standard driver salary formula. School districts will receive funding for driver salary and fringe costs up to the total amount of the allotted funds for Driver Wages and Benefits.

Legal References

General Appropriation Act, 2013

The Education and Economic Development Act of 2005

Guidelines

The appropriate accounts for **allowed expenditures** are

100-255-100	Student Transportation (State Mandated) Salaries
100-255-200	Student Transportation (State Mandated) Employee Benefits
100-255-300	Student Transportation (State Mandated) Contracted Services

Responsible Office:	Office of Transportation
Contact:	Bill Tindal, 803-734-8255
E-Mail Address:	btindal@ed.sc.gov

REVENUE	3170	STATE SCHOOL BUILDING AID
SUBFUND	500	SCHOOL BUILDING FUND
PROJECT NUMBER	DA/DB	

Allocation Formula

There is no current appropriation; however districts may continue to draw down any available balances.

Legal References

S.C. Code Ann. §§ 59-21-310 and 59-21-320 (2004)

General Appropriation Act, 2013, Provisos 1.21

Guidelines

School districts are required to include in their annual audits a verification of compliance with all applicable state laws associated with the use of these funds.

Funds are allocated to school districts for the following purposes:

- A. **Capital improvements** as specified in Section 59-21-310 of the South Carolina Code of Laws, including facilities needs and school site acquisition: "For the purpose of this article . . . the term 'capital improvement' shall mean the cost of constructing, improving, equipping, renovating and repairing school buildings or other school facilities or the cost of the acquisition of land whereon to construct or establish school facilities. . . ."
- B. **Retirement of debt** (principal, interest, and related fees).

Distribution requires completion of a simple application form that is used for all three school facility funding sources available (Public School Facilities Assistance Act of 1996 (Barnwell Funds); SC Education Improvement Act (EIA) Funds of 1984; and State Public School Building Funds). This form is similar to those used in the past, and thus the content is familiar to all school districts.

The appropriate accounts for **allowed expenditures** are

500-253-100	Facilities Acquisition and Construction Services Salaries
500-253-200	Facilities Acquisition and Construction Services Employee Benefits
500-253-300	Facilities Acquisition and Construction Services

	Purchased Services
500-253-400	Facilities Acquisition and Construction Services Supplies and Materials
500-253-500	Facilities Acquisition and Construction Services Capital Outlay
500-253-600	Facilities Acquisition and Construction Services Other Objects
500-500-350	Debt Service Advertising
500-500-610	Debt Service Redemption of Principal
500-500-620	Debt Service Interest
500-500-630	Debt Service Discount on Bonds Sold
500-500-690	Debt Service Other Objects (Fees for Servicing Bonds)

Responsible Office: Office of School Facilities
Contact: Delisa Clark, 803-734-4837
E-Mail Address: dclark@ed.sc.gov

REVENUE	3172	CHILDREN'S EDUCATION ENDOWMENT (BARNWELL FACILITIES FUNDS)
SUBFUND	500	SCHOOL BUILDING FUND
PROJECT NUMBER	DC	

Allocation Formula

There is no current appropriation; however districts may continue to draw down any available balances.

Legal References

S.C. Code Ann. §§ 59-144-10 through 59-144-150 and 59-63-65 (2004)

24 S.C. Code Ann. Regs. 43-191 (State Board of Education Regulation)

General Appropriation Act, 2013

Guidelines

Funds may be used for the following purposes:

- permanent school instructional facilities and associated fixed equipment, including costs of construction, improvement, enlargement, or renovation; debt service but only after all construction and renovation needs have been met; and
- according to Proviso 1.57 for fiscal year 2005–06, all school districts and special schools may expend funds from the Children's Education Endowment Fund for any instructional program.

All projects must be in accordance with the *South Carolina School Facilities Planning and Construction Guide*.

Distribution requires completion of a simple application used for all three school facility funding sources available (Public School Facilities Assistance Act of 1996 (Barnwell Funds); SC Education Improvement Act (EIA) Funds of 1984; and State Public School Building Funds). This form is similar to those used in the past and thus the content is familiar to all school districts.

Allowed expenditures include the following accounts. Note that using funds for debt service requires that all facilities needs be met first.

500-253-300	Facilities Acquisition and Construction
	Purchased Services
500-253-520	Facilities Acquisition and Construction

500-253-525	Construction Services Facilities Acquisition and Construction Buildings
500-500-610 500-500-620	Debt Service Redemption of Principal Debt Service Interest
500-420-710	Transfer to General Fund (for instructional program use) Fund Modifications
500-423-710	Transfer to Debt Service Fund Fund Modifications

Responsible Office: Office of School Facilities
Contact: Delisa Clark, 803-734-4837
E-Mail Address: dclark@ed.sc.gov

REVENUE	3180	FRINGE BENEFITS EMPLOYER CONTRIBUTIONS (No Carryover Provision)
SUBFUND	100	GENERAL FUND

Allocation Formula

In accordance with Section 59-21-160 of the South Carolina Code of Laws, the Department of Education shall allocate 100 percent of the available funds based on the Education Finance Act (EFA) formula. Allocations will be updated at the 45th day of the current school year.

Funds are allocated monthly to cover the employer portion of the state retirement, group life insurance, social security, and health insurance for public school employees.

Legal References

S.C. Code Ann. § 59-21-160 (2004)

General Appropriation Act, 2013, Proviso 1.5

S.C. Code Ann. § 1-11-710(A)(2) (2004)

Guidelines

Proviso 1.5 states that “funds allocated for school district employer contributions . . . must be used first by each district to cover the cost of fringe benefits for personnel required by the Defined Program, **food service personnel** and other personnel required by law. Once a district has expended all state allocated funds for fringe benefits, the district may utilize food service revenues to fund a proportionate share of fringe benefits costs for food service personnel.”

The appropriate accounts for **allowed expenditures** are

100-100-200**	Instruction Employee Benefits
100-200-200**	Support Services Employee Benefits
100-300-200**	Community Services Employee Benefits

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered. The function and object accounts above are only header codes. Detailed function and object account codes **must be recorded by the district.

Responsible Office: Office of Finance
Contact: Mellanie Jinnette, 803-734-3605
E-Mail Address: mjinnett@ed.sc.gov

REVENUE	3181	RETIREE INSURANCE (No Carryover Provision)
SUBFUND	100	GENERAL FUND

Allocation Formula

School district allocations are based on the total payroll reported to the South Carolina Retirement System. The South Carolina Department of Education (SCDE) receives this information for each district annually in the month of August. The result is multiplied by the percentage for retiree insurance as determined by the State Budget and Control Board's Budget Division. This figure becomes the district's allocation, provided that adequate funds are appropriated.

Legal References

General Appropriation Act, 2013, Proviso 1.6

S.C. Code Ann. § 1-11-710(A)(2) (2004)

Background

Retiree insurance is managed by the Budget and Control Board's Division of Insurance Services. Individuals who have retired from state government and public school districts are eligible for medical benefits (health and dental) under the State Retirement System. As with active/current employees, the total premium cost for these benefits are shared partially by the State and the individual employee. Funds are appropriated to cover only the premium cost associated with State General Fund agency and public school employees. The portion of the actual cost paid by the State is a fixed amount regardless of the coverage. Cost to the employee/retiree is a function of the type of coverage, plan, and other factors. The actual payment is to meet the health and dental premium liability for current retirees.

The appropriate accounts for **allowed expenditures** are

100-100-210	Instruction Retiree Group Health and Life Insurance
100-200-210	Support Services Retiree Group Health and Life Insurance
100-300-210	Community Services Retiree Group Health and Life Insurance

Responsible Office:	Office of Finance
Contact:	Mellanie Jinnette, 803-734-3605
E-Mail Address:	mjinnett@ed.sc.gov

REVENUE	3193	EDUCATION LICENSE PLATES
SUBFUND	919	SPECIAL REVENUE FUND

Allocation Formula

Funds will be distributed at the end of each quarter based on the number of license plates sold. For each \$54 plate sold, \$34 will be returned to the district or school chosen by the license plate purchaser. The remaining \$20 will be distributed to districts using the ratio of the district's free/reduced lunch count for grades one through three to the statewide free/reduced lunch count for grades one through three of the second preceding year.

Prior year funds may be carried over to the current year.

Legal References

S.C. Code Ann. § 56-3-5010 (2004)

General Appropriation Act, 2013

Guidelines

Public education license plates will be sold statewide at all offices of the Division of Motor Vehicles. Proceeds from the sales will be transferred to the South Carolina Department of Education to distribute to school districts for further distribution to schools chosen by the license plate purchaser. These funds will be used to supplement the technology funds appropriated by the General Assembly and must be used to purchase computer hardware for classroom instruction.

The appropriate accounts for allowed expenditures are

919-100-445	Instruction Technology Software and Supplies
919-100-545	Instruction Technology Equipment and Software

Responsible Office:	Office of Finance
Contact:	Sue Martinez, 803-734-8145
E-Mail Address:	smartine@ed.sc.gov

REVENUE	3350	RESIDENTIAL TREATMENT FACILITIES (RTF)
SUBFUND	100	GENERAL FUND

Allocation Formula

Facility school districts are entitled to receive the current year base student cost multiplied by the Education Finance Act pupil weighting for Homebound pupils of 2.10

Legal Reference

General Appropriation Act, 2013, Proviso 1.51

Guidelines

1. A facility school district must provide the necessary educational programs and services directly to the student at the RTF's facility, provided that the RTF facility provides and maintains comparable adequate space for the educational programs and services consistent with all federal and state least restrictive environment requirements.
2. A facility school district may choose to provide the necessary educational programs and services by contracting with the RTF provided that the RTF agrees to provide educational services to the student at the RTF's facility. Under these circumstances, the facility school district must enroll the student and pay the RTF for the educational services provided.
3. Funds may be retained by the facility school districts for the purpose of providing the educational programs and services directly to students referred or placed by the State or the facility school districts may use these funds to reimburse RTF's for the educational programs and services provided directly by the RTFs.
4. A facility school district is entitled to reimbursement from a resident school district for the difference between (1) the reasonable costs expended for the educational services provided directly by the facility school district or the amount paid to the RTF and (2) the aggregate amount of federal and state funding received by the facility school district for that student. However, the reimbursement rate may not exceed \$45 per student per day.
5. Out-of-state students provided educational services by a facility school district shall not be eligible for funding through the Education Finance Act.
6. If a child is placed in a RTF by the child's parent or guardian, the facility school district may choose to provide the educational program to the child, and upon doing so, must negotiate with the resident school district for services through medical homebound procedures. A facility school district is responsible for compliance with all child find requirements under Section 504 of the Rehabilitation Act of 1973 and IDEA.
7. All students with disabilities who are eligible for special education and related services under the Individuals with IDEA, as amended, and the State Board of

Education (SBE) regulations, as amended, shall receive special education and related services in the least restrictive environment by appropriately certified personnel.

Allowed expenditures include those activities designed for the overall supervision, coordination, and direction of this special program. The appropriate accounts for allowed expenditures are:

100-100-100**	100-200-100**
100-100-200	100-200-200
100-100-300	100-200-300
100-100-400	100-200-400
100-100-500	100-200-500
100-100-600	100-200-600

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district

Responsible Office: Office of Finance
Contact: Mellanie Jinnette, 803-734-3605
E-Mail Address: mjinnett@ed.sc.gov

Section 9

**Education Lottery Act Programs^a
(Listed by Subfund Code)**

Revenue Code	Subfund	Lottery Program Description	2013-14 Allocation	Page Number
3607	967	6-8 Enhancement	\$ 2,000,000	106
3610	960	K-5 Enhancement	\$ 26,291,798	110

REVENUE	3607	6–8 ENHANCEMENT
SUBFUND	967	SPECIAL REVENUE FUND

Allocation Formula

Each district will receive a base amount and an additional per pupil allocation based on the 6–8 135-day ADM.

Legal References

S.C. Code Ann. § 59-1-525 (2004)

General Appropriation Act 2013, Proviso 3.5

Guidelines

These funds must be used to enhance the teaching of the grade-specific standards adopted by the State Board of Education and to improve the teaching of the standards and the academic performance of 6–8 students in the core academic areas of reading, mathematics, social studies, and science. Funds are to supplement and not supplant existing 6–8 academic programs. Recipients of these funds shall implement an evaluation component to measure the success of the efforts to increase student performance and the teaching of the standards.

This allocation is based upon the likelihood that the schools' receiving such funds will increase overall student competence and strengthen the academic performance of historically underachieving students in the core academic areas. All geographic areas of the state are represented, with an additional allocation being made to schools rated as below average or unsatisfactory. The funds are to be used to promote the goals of providing every student with the ability to

- read, view, and listen to complex information in the English language;
- write and speak effectively in the English language;
- solve problems by applying mathematics;
- conduct research and communicate findings;
- understand and apply scientific concepts;
- obtain a working knowledge of the history, government, economics, and geography of South Carolina, the United States, and the world; and
- use information to make decisions.

Schools with any combination of 6–8 grades will generate funds for each district to be used to enhance the teaching of grade-specific standards in reading, mathematics, social studies, and science. Each participating school district will, through a Web-based process, identify

strategies aimed at increasing the academic performance of students, including those strategies that incorporate instructional technology.

Strategies may include

- literacy, mathematics, or science coaches;
- programs for serving limited-English-proficient students;
- social studies initiatives;
- academic mentoring programs;
- school- and classroom-based grant awards; and
- other innovative district programs.

Specifically, these funds are to be directed toward

- improving the academic performance of all students in grades 6–8 in the core academic areas of English language arts, mathematics, science, and social studies;
- increasing 6–8 teacher knowledge of subject-matter content in the core academic areas;
- increasing 6–8 teacher knowledge of and practice in standards-based instructional strategies that promote the academic achievement of all children;
- increasing 6–8 teacher skills in developing classroom assessments and teacher skills in using assessment data to improve instructional practice; and
- supporting evaluation strategies designed to demonstrate that these funds contribute to the increased knowledge and skills of participating teachers, the improvement of student achievement, and the closing of academic performance gaps that exist among student subgroups.

Disallowed expenditures include costs of non-instructional expenditures such as building renovations and construction, the purchase or relocation of mobile structures, equipment such as air conditioners, classroom furniture, cell phones and other communication devices; and equipment (duplicating/copying equipment, operation and maintenance items, typewriters).

Other non-instructional expenditures that are specifically excluded are salaries, benefits, travel, and other expenses incurred by district-level employees; costs of professional membership dues, out-of-state travel; snacks or other food services and stipends for students; costs of services for mental health counselors and costs for expenditures related to general school safety, such as metal detectors, vehicles, security cameras, and drug dogs; costs of motivational materials, novelties, incentives, as well as supplies and materials for guidance and health services.

Allowed expenditures include the salary and benefits of instructional coaches and other instruction-oriented school-based staff; costs associated with classroom teachers' participation and attendance at state, regional, or local conferences whose programs support the goal of this program (these expenditures include registration fees, meals, lodging, and travel using state guidelines); costs of contract courses; reimbursement of graduate-level content course fees, stipends to teachers for additional duties; support for teacher released time (e.g., substitutes); printing and copying classroom materials; part-time

data entry and clerical support for classroom teachers; and honoraria and travel expenses for consultants who are not district employees. Consumable materials, mathematics manipulatives, maps, science kits and materials, and trade books that are essential to the enhancement of instructional improvement efforts may also be purchased with these funds. Extended-day activities, summer school programs, and field trip experiences must focus exclusively on strengthening student competencies on grade-specific content standards. Equipment purchases, software, and lease agreements are limited to items directly related to the improvement strategies described in the plan submitted to the program contact.

Funds are to be expended only for purposes and activities specified in the guidelines and delivered according to the state's professional development standards. All strategies are to be directed to improve teacher quality and student achievement and must be included in the district's strategic plan.

The appropriate accounts for **allowed expenditures** are

967-113-100	Elementary Programs Salaries
967-113-200	Elementary Programs Employee Benefits
967-113-300	Elementary Programs Purchased Services
967-113-400	Elementary Programs Supplies and Materials
967-113-500	Elementary Programs Capital Outlay
967-172-100	Elementary Summer School Salaries
967-172-200	Elementary Summer School Employee Benefits
967-172-300	Elementary Summer School Purchased Services
967-172-400	Elementary Summer School Supplies and Materials
967-175-100	Instructional Programs Beyond Regular School Day Salaries
967-175-200	Instructional Programs Beyond Regular School Day Employee Benefits
967-175-300	Instructional Programs Beyond Regular School Day Purchased Services
967-175-400	Instructional Programs Beyond Regular School Day Supplies and Materials
967-175-500	Instructional Programs Beyond Regular School Day Capital Outlay
967-190-100	Instructional Pupil Activity Salaries
967-190-200	Instructional Pupil Activity Employee Benefits
967-190-300	Instructional Pupil Activity Purchased Services
967-190-400	Instructional Pupil Activity Supplies and Materials
967-221-100	Improvement of Instruction Curriculum Development Salaries
967-221-200	Improvement of Instruction Curriculum Development Employee Benefits
967-221-300	Improvement of Instruction Curriculum Development Purchased Services

967-221-400	Improvement of Instruction Curriculum Development Supplies and Materials
967-221-500	Improvement of Instruction Curriculum Development Capital Outlay
967-224-100	Improvement of Instruction In-service and Staff Training Salaries
967-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
967-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
967-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
967-224-500	Improvement of Instruction In-service and Staff Training Capital Outlay
967-266-100	Technology and Data Processing Services Salaries
967-266-200	Technology and Data Processing Services Employee Benefits
967-266-300	Technology and Data Processing Services Purchased Services
967-266-400	Technology and Data Processing Services Supplies and Materials
967-266-500	Technology and Data Processing Services Capital Outlay
967-271-660	Pupil Service Activities Support Services (for field trips and other pupil transportation costs not provided by state law)

Responsible Office: Office of Instructional Practices and Evaluations
Contact: Ruth Nodine, 803-734-3540
E-Mail Address: rnodine@ed.sc.gov

REVENUE	3610	K–5 ENHANCEMENT
SUBFUND	960	SPECIAL REVENUE FUND

Allocation Formula

Each district will receive a base amount, an additional per pupil allocation based on the K–5 135-day ADM and an allocation based on students in the district in poverty.

Legal References

S.C. Code Ann. § 59-1-525 (2004)

General Appropriation Act, 2013, Proviso 3.5

Guidelines

Section 59-1-525 of the South Carolina Code of Laws requires the SCDE to implement a schoolwide program to enhance the teaching of the grade-specific standards adopted by the State Board of Education and to improve the teaching of the standards and the academic performance of K–5 students in the core academic areas of reading, mathematics, social studies, and science. These funds must be used to supplement and not supplant existing K–5 academic programs. The program shall include an evaluation component to measure the success of the effort to increase student performance and the teaching of the standards.

This allocation is based upon the likelihood that the schools' receiving such funds will increase overall student competence and strengthen the academic performance of historically underachieving students in the core academic areas. All geographic areas of the state are represented, with an additional allocation being made to schools rated as below average or unsatisfactory. The funds are to be used to promote the goals of providing every student with the ability to

- read, view, and listen to complex information in the English language;
- write and speak effectively in the English language;
- solve problems by applying mathematics;
- conduct research and communicate findings;
- understand and apply scientific concepts;
- obtain a working knowledge of the history, government, economics, and geography of South Carolina, the United States, and the world; and
- use information to make decisions.

Plans received by the SCDE will be reviewed by a panel of individuals with knowledge and expertise of the particular subject areas and the programs that have proven to be successful within the state or throughout the nation.

Schools with any combination of K–5 grades will generate funds for each district to be used to enhance the teaching of grade-specific standards in reading, mathematics, social studies, and science. Each participating school district will, through an application process, choose strategies aimed at increasing the academic performance of students, including those strategies that incorporate instructional technology.

Strategies may include

- literacy, mathematics, or science coaches;
- programs for serving limited-English-proficient students;
- social studies initiatives;
- academic mentoring programs;
- school- and classroom-based awards; and
- other innovative district programs.

Specifically, these funds are to be directed toward

- improving the academic performance of all students in grades K–5 in the core academic areas of English language arts, mathematics, science, and social studies;
- increasing K–5 teacher knowledge of subject-matter content in the core academic areas;
- increasing K–5 teacher knowledge of and practice in standards-based instructional strategies that promote the academic achievement of all children;
- increasing K–5 teacher skills in developing classroom assessments and teacher skills in using assessment data to improve instructional practice; and
- supporting evaluation strategies designed to demonstrate that these funds contribute to the increased knowledge and skills of participating teachers, the improvement of student achievement, and the closing of academic performance gaps that exist among student subgroups.

Disallowed expenditures include costs of non-instructional expenditures such as building renovations and construction, the purchase or relocation of mobile structures, equipment such as air conditioners, classroom furniture, cell phones and other communication devices; and equipment (duplicating/copying equipment, operation and maintenance items, typewriters).

Other non-instructional expenditures that are specifically excluded are salaries, benefits, travel, and other expenses incurred by district-level employees; costs of professional membership dues, out-of-state travel; snacks or other food services and stipends for students; costs of services for mental health counselors and costs for expenditures related to general school safety, such as metal detectors, vehicles, security cameras, and drug dogs; costs of motivational materials, novelties, incentives, as well as supplies and materials for guidance and health services.

Allowed expenditures include the salary and benefits of instructional coaches and other instruction-oriented school-based staff; costs associated with classroom teachers' participation and attendance at state, regional, or local conferences whose programs support the goal of this program (these expenditures include registration fees, meals,

lodging, and travel using state guidelines); costs of contract courses; reimbursement of graduate-level content course fees, stipends to teachers for additional instructional duties; support for teacher released time (e.g., substitutes); printing and copying classroom materials; part-time data entry and clerical support for classroom teachers; and honoraria and travel expenses for consultants who are not district employees. Consumable materials, mathematics manipulatives, maps, science kits and materials, and trade books that are essential to the enhancement of instructional improvement efforts may also be purchased with these funds. Extended-day activities, summer school programs, and field trip experiences must focus exclusively on strengthening student competencies on grade-specific content standards. Equipment purchases, software, and lease agreements are limited to items directly related to the improvement strategies described in the plan submitted to the program contact.

Funds are to be expended only for purposes and activities specified in the K–5 Enhancement guidelines and delivered according to the state’s professional development standards. All strategies must be directed to improve teacher quality and student achievement and are to be included in the district’s strategic plan.

Districts receiving funds to support instructional coaching partnerships must adhere to the specific guidelines used to select the coach. Failure to adhere to these guidelines will result in a discontinuation of the funds.

The appropriate accounts for **allowed expenditures** are

960-111-100	Kindergarten Programs Salaries
960-111-200	Kindergarten Programs Employee Benefits
960-111-300	Kindergarten Programs Purchased Services
960-111-400	Kindergarten Programs Supplies and Materials
960-111-500	Kindergarten Programs Capital Outlay
960-112-100	Primary Programs Salaries
960-112-200	Primary Programs Employee Benefits
960-112-300	Primary Programs Purchased Services
960-112-400	Primary Programs Supplies and Materials
960-112-500	Primary Programs Capital Outlay
960-113-100	Elementary Programs Salaries
960-113-200	Elementary Programs Employee Benefits
960-113-300	Elementary Programs Purchased Services
960-113-400	Elementary Programs Supplies and Materials
960-113-500	Elementary Programs Capital Outlay
960-171-100	Primary Summer School Salaries
960-171-200	Primary Summer School Employee Benefits
960-171-300	Primary Summer School Purchased Services
960-171-400	Primary Summer School Supplies and Materials
960-172-100	Elementary Summer School Salaries

960-172-200	Elementary Summer School Employee Benefits
960-172-300	Elementary Summer School Purchased Services
960-172-400	Elementary Summer School Supplies and Materials
960-175-100	Instructional Programs Beyond Regular School Day Salaries
960-175-200	Instructional Programs Beyond Regular School Day Employee Benefits
960-175-300	Instructional Programs Beyond Regular School Day Purchased Services
960-175-400	Instructional Programs Beyond Regular School Day Supplies and Materials
960-190-100	Instructional Pupil Activity Salaries
960-190-200	Instructional Pupil Activity Employee Benefits
960-190-300	Instructional Pupil Activity Purchased Services
960-190-400	Instructional Pupil Activity Supplies and Materials
960-221-100	Improvement of Instruction Curriculum Development Salaries
960-221-130	Improvement of Instruction Curriculum Development Salaries (Consultants Overtime/Stipends)
960-221-200	Improvement of Instruction Curriculum Development Employee Benefits
960-221-300	Improvement of Instruction Curriculum Development Purchased Services
960-221-400	Improvement of Instruction Curriculum Development Supplies and Materials
960-221-500	Improvement of Instruction Curriculum Development Capital Outlay
960-224-100	Improvement of Instruction In-service and Staff Training Salaries
960-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
960-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
960-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
960-224-500	Improvement of Instruction In-service and Staff Training Capital Outlay
960-266-100	Technology and Data Processing Services Salaries
960-266-200	Technology and Data Processing Services Employee Benefits
960-266-300	Technology and Data Processing Services Purchased Services
960-266-400	Technology and Data Processing Services Supplies and Materials

960-266-500	Technology and Data Processing Services Capital Outlay
960-271-660	Pupil Service Activities Support Services (for field trips and other pupil transportation costs not provided by state law)

Responsible Office:	Office of Instructional Practices and Evaluations
Contact:	Ruth Nodine, 803-734-3540
E-Mail Address:	rnodine@ed.sc.gov

Section 10

Federal Funded Programs (Listed by Revenue Code)

All Funding for Federal programs are listed as estimates

Revenue Code	Subfund	Federal Program	2013-14 Awards	Page Number
4210	207	Perkins Aid, Title I	\$ 16,827,895	116
4310	200	Title I, Part A, Basic State Grant Programs (carryover provision)	\$ 216,986,676	120
4310	235	Title I, Part C, Migrant Education	\$ 551,299	122
4310	221	Title I, Part D, Neglected and Delinquent	\$ 1,508,945	124
4310	237 238 239	Title I, Section 1003(A) School Improvement FOCUS Schools Support Priority Schools	\$ 7,812,257	126
4312	251	Rural and Low-Income, Title VI	\$ 3,179,131	128
4314	234	School Improvement Grants	\$ 7,734,952	130
4320	252	Public Charter School Grant	\$ 5,252,726	132
4325	225	Math and Science Partnership Program, Title II	\$ 2,279,684	134
4341	264	Language Instruction for Limited English Proficient and Immigrant Students, Title III	\$ 3,885,831	136
4343	232	McKinney-Vento Homeless Educational Assistance Act	\$ 956,824	138
4348	268	Teacher Incentive Fund 3	\$ 43,146,243	140
4351	267	Improving Teacher Quality	\$ 37,106,807	142
4353	262	Teacher Incentive Fund 4	\$ 5,272,237	147
4410	243	Adult Education	\$ 8,313,215	149
4510	203	Individuals with Disabilities Education Act (IDEA)	\$ 140,625,448	152
4520	205	IDEA Preschool Grants	\$ 7,003,167	157
4800/4991	600	School Food Service Programs	\$ 191,663,062	159
4924	224	21st Century Community Learning Centers, Title IV	\$ 15,658,076	164
4940	240	SC School Climate Initiative	\$ 3,313,216	170

REVENUE	4210	PERKINS AID, TITLE I – VOCATIONAL EDUCATION— BASIC GRANTS TO STATES (SUBPROGRAM CODES 01–17, 23–24, 40, 45, 47–48)
SUBFUND	207	SPECIAL REVENUE FUND
PROJECT NUMBER	VA	

Allocation Formula

Federal Career and Technology Education (CATE) funds are distributed to the SCDE based on a statutory formula to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in CATE programs. Funds allocated via formula are then distributed to local educational agencies (LEAs) or other eligible recipients that have currently approved local plans/applications.

Legal References

Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV), Title I; as amended; (Pub. L. 109-270) 20 U.S.C. § 2301 *et seq.*

CFDA (Catalog of Federal Domestic Assistance) 84.048

Background

The purpose of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) is to provide federal funds to LEAs and other eligible recipients to more fully develop the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

Guidelines

A list of Career and Technology Education subprogram codes follows immediately after this section.

An LEA or other eligible recipient may use federal CATE funds only for programs, services, and activities that comply with all applicable requirements of the Perkins IV as outlined in the instructions for the “Local Plan for Career and Technology Education” and other appropriate documents. Federal funds must be used in accordance with the approved local plan.

Reimbursement reporting requirements and financial codes are enclosed with each approved career and technology education funding plan mailed to each LEA.

The federal regulations concerning inventorying equipment are located at Subfund 325, Career and Technology Education Equipment.

Carl Perkins Act funds may be used for costs related to leasing of equipment.

The appropriate accounts for **allowed expenditures** are

207-114-100	207-115/116-100	207-200-100**	207-300-100**
207-114-200	207-115/116-200	207-200-200	207-300-200
207-114-300	207-115/116-300	207-200-300	207-300-300
207-114-400	207-115/116-400	207-200-400	207-300-400
207-114-500	207-115/116-500	207-200-500	
207-114-600	207-115/116-600	207-200-600	

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Perkins IV. Functions (200 and 300) and object accounts displayed above are only header codes. Detailed function and object account codes **must be recorded by the district.

Responsible Office: Office of Career and Technology Education
Contact: Maria Swygert, 803-734-8456
E-Mail Address: nmswyger@ed.sc.gov

**CAREER AND TECHNOLOGY EDUCATION FUNCTION AND
SUBPROGRAM CODES, 2013–14**

Function Code	Subprogram	Program/Activity Title	Source of Funds Title/Part
100/200	01	Integration	Perkins, Title I
100/200	02	WBL Activities	Perkins, Title I
100/200	03	Technology Training	Perkins, Title I
200	04	Professional Development	Perkins, Title I
200	05	Evaluation/Assessment	Perkins, Title I
100/200	06	Initiate/Improve Program	Perkins, Title I
100/200	07	Programs of Study	Perkins, Title I
100/200	08	Special Populations	Perkins, Title I
200	09	Career Guidance/Placement	Perkins, Title I
100/200	10	Student Organizations	Perkins, Title I
100	11	Equipment (federal)	Perkins, Title I
100/200	12	Family and Consumer Science	Perkins, Title I
100	13	Vacant	Perkins, Title I & State
100/200	14	Nontraditional Activities	Perkins, Title I
200	15	Administration (Local)	Perkins, Title I
100/200	16	Automotive Technology	Perkins, Title I
100/200	17	Innovative Initiatives	Perkins, Title I
100/200	18	WBL Activities	EIA
100	19	CATE Equipment (EIA)	EIA/State
200	20	Vacant	State
200	21	Teacher Education	Perkins, Leadership
200	22	SC Teacher Recruitment Ctr.	Perkins, Leadership
100/200	23	CATE Reserve	Perkins, Title I
100/200	24	Nontraditional Program	Perkins, Leadership
200	25	CTECS	Perkins, Leadership
200	26	AYES	Perkins, Leadership
20027	State Board for Tech		Perkins, Administration
200	28	Vacant	State
100/200	29	Other CATE Programs	Local
100/200	30	Green STEM	Perkins, Leadership
100	31	State Administration	Perkins, Administration
200	36	Business Week	Perkins,

100/200	37	Gateway Academy	Leadership
200	39	Vacant	State Perkins, Leadership
100/200	40	State Institutions	Perkins, Leadership
200	41	Gender Equity	Perkins, Leadership
200	42	FFA Camp Caretaker	Perkins, Leadership
200	43	Agriculture Education,	Perkins, Teacher Educ.
200	44	Student Organization	Perkins, Administration, Leadership
200	45	Vacant	Perkins, Leadership
200	47	SC Career Planning System	Perkins, Leadership
100/200	48	State Leadership-Special	Perkins, Projects Leadership
200	49	Automotive Education	Perkins, Leadership
200	50	STEM Initiative	Federal Award
200	51	Prepare CTE Teachers For Classroom	Perkins, Leadership, Transition to Teaching
200	61	WBL Career Special	EIA
200	62	WBL Staff Development	EIA
100/200	93	Industry Partnerships	EEDA

REVENUE	4310	TITLE I, PART A, BASIC STATE GRANT PROGRAMS (Carryover Provision)
SUBFUND	200	SPECIAL REVENUE FUND
PROJECT NUMBERS	BA/BG/BJ	

Allocation Formula

The district allocation is based on the number of low-income students residing in the district according to the latest U.S. Census data for Part A of Title I of the Elementary and Secondary Education Act (ESEA) or on a formula basis for Part C and Part D.

Legal References

Title I, Parts A, C, and D of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 ; (Pub. L. 107–110) 20 U.S.C. § 6301–6339, 6571–6578

General Education Provisions Act

CFDA (Catalog of Federal Domestic Assistance) 84.010, 84.011, 84.013

Background

A. Basic State Grant Program, Title I, Part A

REVENUE 4310 (CFDA 84.010), SUBFUND 201 and 202

The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. This purpose can be accomplished through such means as targeted assistance schools, school-wide programs, increased parental involvement, and accountability.

Carryover is limited to no more than 15 percent of the funds allocated to each school district for the current fiscal year.

Guidelines

An LEA may use funds to provide additional academic support and learning opportunities to help low-achieving children master challenging curricula and meet state standards in core academic subjects.

LEAs must submit a plan as a part of a consolidated application under Section 9305 as outlined in Section 1112. The Title I programs include the following:

The appropriate accounts for **allowed expenditures** are

200-100-100**	200-200-100**	200-300-100**
200-100-200	200-200-200	200-300-200
200-100-300	200-200-300	200-300-300
200-100-400	200-200-400	200-300-400
200-100-500	200-200-500	200-300-500
200-100-600	200-200-600	200-300-600

200-413-720	Payments to Nonpublic Schools
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Expenditures in any budget category may be exceeded by 10 percent of the budgeted amount if there are funds available in another category to cover the excess.

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Title I program guidelines. The function and object accounts displayed above are only header accounts. Detailed function and object accounts **must be recorded by the district.

Responsible Office: Office of Federal and State Accountability
Contact: Roy Stehle, 803-734-00258118
E-Mail Address: rstehle@ed.sc.gov

REVENUE 4310 TITLE I, PART C, MIGRANT EDUCATION

SUBFUND 235 SPECIAL REVENUE FUND

PROJECT NUMBERS BG

Allocation Formula

Funds are distributed based on a formula with pre-determined criteria giving the highest priority to those students who are designated as Priority for Services. The allocation for funding is based on the previous school year's needs assessment completed by participating LEAs.

Legal References

Title I, Part C, Sections 1301–1309 of the Elementary and Secondary Education Act of 1965, as amended; (Pub. L. 107–110) U.S.C. 6391–6399

CFDA (Catalog of Federal Domestic Assistance) 84.011

Background

The purpose of this part is to support high-quality comprehensive educational programs for migratory children to help overcome the educational disruptions and other problems that result from repeated moves.

Guidelines

Funds are used to provide instructional services (e.g., educational activities for pre-K children, instruction in elementary and secondary school, and recovery services for out-of-school youths) and support services (e.g., education-related activities, such as advocacy for migrant children and health, nutrition, and social services for migrant families). Program funds may also be used for allowable activities such as recruitment, parental involvement, program evaluation, professional development, and administration of the program.

The appropriate accounts for **allowed expenditures** are

200-100-100**	200-200-100**	200-300-100**
200-100-200	200-200-200	200-300-200
200-100-300	200-200-300	200-300-300
200-100-400	200-200-400	200-300-400
200-100-500	200-200-500	200-300-500
200-100-600	200-200-600	200-300-600

Expenditures in any budget category may be exceeded by 10 percent of the budgeted amount if there are funds available in another category to cover the excess.

****Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Title I program guidelines. The function and object accounts displayed above are only header accounts. Detailed function and object accounts **must** be recorded by the district.**

Responsible Office: Office of Federal and State Accountability
Contact: Roy Stehle, 803-734-8118
E-Mail Address: rstehle@ed.sc.gov

REVENUE	4310	TITLE I, PART D, NEGLECTED AND DELINQUENT PROGRAM) (Carryover Provision)
SUBFUND	221	SPECIAL REVENUE FUND
PROJECT NUMBERS	BJ	

Allocation Formula

Districts receive allocations based on the high numbers or percentages of children and youth residing in locally operated (including county operated) correctional facilities for children and youth (including facilities involved in community day programs).

Legal References

Title I, Part D, Sections 1401–1432 of the Elementary and Secondary Education Act of 1965, as amended; (Pub. L. 107–110) 20 U.S.C. 6421–6472

CFDA (Catalog of Federal Domestic Assistance) 84.013

Background

The purpose of the Neglected and Delinquent Program (N&D) is to improve educational services for children and youth in local and state institutions for neglected and delinquent children and youth, so that such children and youth have the opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children in the state are expected to meet.

Guidelines

The N&D program supports supplemental instruction in core subject areas, such as reading and mathematics, as well as tutoring, counseling, and transition services.

Funds may be used for

- programs that serve children and youth returning to local schools from correctional facilities,
- dropout prevention programs to serve at-risk children and youth,
- the coordination of health and social services,
- special programs to meet the academic needs of participating children and youth, and
- programs providing mentoring and peer mediation.

The appropriate accounts for **allowed expenditures** are

200-100-100**	200-200-100**	200-300-100**
200-100-200	200-200-200	200-300-200
200-100-300	200-200-300	200-300-300
200-100-400	200-200-400	200-300-400
200-100-500	200-200-500	200-300-500
200-100-600	200-200-600	200-300-600

200-413-720 Payments to Nonpublic Schools

Expenditures in any budget category may be exceeded by 10 percent of the budgeted amount if there are funds available in another category to cover the excess.

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Title I program guidelines. The function and object accounts displayed above are only header accounts. Detailed function and object accounts **must be recorded by the district.

Responsible Office: Office of Federal and State Accountability
Contact: Roy Stehle, 803-734-8118
E-Mail Address: rstehle@ed.sc.gov

REVENUE	4310	TITLE I, SECTION 1003(A), SCHOOL IMPROVEMENT (Carryover Provision)
SUBFUND	237	SPECIAL REVENUE FUND (FOCUS SCHOOLS)
	238	SPECIAL REVENUE FUND (TITLE I SUPPORT)
	239	SPECIAL REVENUE FUND (PRIORITY SCHOOLS)
PROJECT NUMBERS		BA/BG/BJBL (PRIORITY SCHOOLS) BM (TITLE I SUPPORT) FO (FOCUS SCHOOLS)

Allocation Formula

Funds are provided to highest priority districts that serve the lowest-achieving schools, demonstrate the greatest need for such funds, and demonstrate the strongest commitment to ensuring that such funds are used to enable the lowest-achieving schools to meet the progress goals in school improvement plans under Section 1116(b)(3)(A)(v). Pursuant to approved ESEA Flexibility Waiver, funds are provided to Priority, Focus, Title I Support, and Reward Schools.

Legal References

Title I, Part A, Section 1003(a) of the Elementary and Secondary Education Act of 1965, as amended; (Pub. L. 107–110) 20 U.S.C. 6301–6339, 6571–6578

CFDA (Catalog of Federal Domestic Assistance) 84.010

Guidelines

The purpose of this part is a portion of the Title I, Part A federal allocation is awarded to districts identified in school improvement for the purpose of providing assistance in the area(s) that caused these schools to be identified.

The appropriate accounts for **allowed expenditures** are

200-100-100**	200-200-100**	200-300-100**
200-100-200	200-200-200	200-300-200
200-100-300	200-200-300	200-300-300
200-100-400	200-200-400	200-300-400
200-100-500	200-200-500	200-300-500
200-100-600	200-200-600	200-300-600

200-413-720	Payments to Nonpublic Schools
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Expenditures in any budget category may be exceeded by 10 percent of the budgeted amount if there are funds available in another category to cover the excess.

****Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Title I program guidelines. The function and object accounts displayed above are only header accounts. Detailed function and object accounts **must** be recorded by the district.**

Responsible Office: Office of Federal and State Accountability
Contact: Roy Stehle, 803-734-8118
E-Mail Address: rstehle@ed.sc.gov

REVENUE	4312	RURAL AND LOW-INCOME SCHOOL PROGRAM, TITLE VI
SUBFUND	251	SPECIAL REVENUE FUND
PROJECT NUMBER	BS	

Allocation Formula

Federal Rural and Low-Income School Program funds are distributed to the SCDE based on a statutory formula to provide financial assistance to rural districts to assist them in meeting their state's definition of adequately yearly progress (AYP). Funds are then allocated on a formula basis to eligible school districts based on the number of students in average daily attendance served by the school district.

Legal References

Title VI, Part B, Subpart 2 of the Elementary and Secondary Education Act of 1965, as amended; (Pub. L. 107–110) 20 U.S.C. 7351

CFDA (Catalog of Federal Domestic Assistance) 84.358B

Guidelines

The purpose of this program is to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for federal competitive grants, and receive formula grant amounts too small to be effective in meeting their intended purposes.

In order for school districts to be eligible for funds under this program, they must have

- 20 percent or more of the children ages 5 through 17 years served by the school districts come from families with incomes below the poverty line
- All of the schools served be designated with a school locale code of 6, 7, or 8.

In accordance with Sec. 6222(a) of Title VI, grant funds awarded to school districts that are eligible under this program may be used for any of the following:

- teacher recruitment and retention, including the use of signing bonuses and other financial incentives;
- teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers;
- educational technology, including software and hardware, as described ESEA, Title II, Part D;
- parental involvement activities;

- activities authorized under the Safe and Drug-Free Schools program under part A of Title IV;
- activities authorized under ESEA, Title I, Part A; and
- activities authorized under ESEA, Title III.

The appropriate accounts for **allowed expenditures** are

251-100-100**	251-200-100**
251-100-200	251-200-200
251-100-300	251-200-300
251-100-400	251-200-400
251-100-500	251-200-500
251-100-600	251-200-600

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

Responsible Office: Office of Federal and State Accountability
 Contact: Evelyn Towns, 803-734-8563
 E-Mail Address: etowns@ed.sc.gov

REVENUE	4314	SCHOOL IMPROVEMENT GRANTS
SUBFUND	234	SPECIAL REVENUE FUND
PROJECT NUMBER	BH	

Allocation Formula

The School Improvement Grants (SIG) program is a federal formula grant program that is awarded to state SEAs via a competition. The SCDE uses SIG funds to make competitive subgrants to local education agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools.

Legal References

Title I, Part A, Section 1003(g) of the Elementary and Secondary Education Act of 1965, as amended; (Pub.L. 107-110) 20 U.S.C. § 6301 *et seq.*

American Recovery and Reinvestment Act of 2009, (Pub.L. 111-5).

CFDA (Catalog of Federal Domestic Assistance) 84.377A

Guidelines

The purpose of these funds is to help SEAs and LEAs address the needs of schools identified through federally approved criteria as persistently lowest achieving schools (PLAS) in order to improve student achievement through SEAs and LEAs targeting activities. These funds are to be used to leverage change and improve technical assistance through SEAs and LEAs targeting activities towards measurable outcomes.

The appropriate accounts for **allowed expenditures** are

200-100-100**	200-200-100**
200-100-200	200-200-200
200-100-300	200-200-300
200-100-400	200-200-400
200-100-500	200-200-500
200-100-600	200-200-600
200-413-720	Payments to Nonpublic Schools

Expenditures in any budget category may be exceeded by 10 percent of the budgeted amount if there are funds available in another category to cover the excess. However, prior approval of all changes to any line item exceeding 10 percent of the approved budget is required.

**Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with Title I program guidelines. The function and object accounts displayed above are only header accounts. Detailed function and object accounts must be recorded by the district.

Responsible Office: Office of School Transformation
Contact: Arthena Woods, 803-734-2781
E-Mail Address: awoods@ed.sc.gov

REVENUE	4320	CHARTER SCHOOL (PLANNING & IMPLEMENTATION) GRANT
SUBFUND	252	SPECIAL REVENUE FUND
PROJECT NUMBER	BI	

Allocation Formula

The Charter Schools Program is a federal discretionary grant awarded competitively to states (SEAs) to expand the number of high-quality charter schools available to students by providing financial assistance for the planning, program design, and initial implementation of charter schools. The SCDE makes competitive awards available to qualified chartering groups/school for: Planning and/or Implementation grants to provide financial assistance for the planning, program design, and initial implementation of public charter schools. To qualify to receive these funds, a chartering group must have received a charter from its selected sponsor/authorizer and submitted an application that is deemed fundable after a competitive grant review.

Legal References

Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act of 1965, as amended; (P.L. 107-110) 20 U.S.C. §§ 7221-7221j.

South Carolina Public Charter Schools Act of 1996 (S.C. Code Ann. § 59-40-10 *et seq.*) (2012)

CFDA (Catalog of Federal Domestic Assistance) 84.282A

Guidelines

A. PLANNING-IMPLEMENTATION GRANTS

The purpose of planning-implementation grants is to provide initial funding for the creation of public charter schools.

Expenditures are limited to those identified in the approved application. All expenditures must be allocable, allowable and reasonable. The U.S. Department of Education restricts those who receive a grant under this program to spending the funds only as follows:

- a. For the planning and design of the public charter school's educational program, which may include (1) refinement of the desired educational results and of the methods for measuring progress toward achieving those results and (2) professional development of teachers and other staff who will work in the public charter school
- b. For the initial implementation of the public charter school, which may include (1) informing the community about the school, (2) acquiring necessary equipment and educational materials and supplies,(3) acquiring or developing curriculum materials

and (4) other initial operational costs that cannot be met from state local sources, upon prior approval from the SEA.

Allowed expenditures include items specified in the grant's approved budget and reported in the following accounts:

252-100-400**	Instruction Supplies and Materials
252-100-500	Instruction Capital Outlay
252-200-100**	Support Services Salaries
252-200-200	Support Services Employee Benefits
252-200-300	Support Services Purchased Service
252-200-400	Support Services Supplies and Materials
252-200-500	Support Services Capital Outlay

Because a variety of program activities are permissible, appropriate account numbers are determined based on the services provided and the goods delivered in accordance with the grant applications. The function and object accounts above are header codes only and not the detailed function and object account codes that **must be recorded by the districts.

Responsible Office: Office of School Transformation
Contact: Office of School Transformation, 803-734-8103
E-Mail Address: charterschools@ed.sc.gov

REVENUE	4325	MATHEMATICS AND SCIENCE PARTNERSHIPS PROGRAM, TITLE II
SUBFUND	225	SPECIAL REVENUE FUND
PROJECT NUMBER	MS	

Allocation Formula

The Math and Science Partnerships program is a federal formula grant program to states, with the size of individual state awards based on student population and poverty rates. Competitive subgrants will be awarded for a 3 year period. The number and size of the subgrants is dependent on the number of eligible applications and the amount of allocation to South Carolina.

Legal References

[Title II, Part B, Sections 2201-2203](#) of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110); 20 U.S.C. 6661-6663.

CFDA (Catalog of Federal Domestic Assistance) 84.366B

Guidelines

“The Mathematics and Science Partnership (MSP) program is intended to increase the academic achievement of students in mathematics and science by enhancing the content knowledge and teaching skills of classroom teachers. Partnerships between high-need school districts and the science, technology, engineering, and mathematics (STEM) faculty in institutions of higher education are at the core of these improvement efforts. Other partners may include state education agencies, public charter schools or other public schools, businesses, and nonprofit or for-profit organizations concerned with mathematics and science education.” (MSP Guidelines)

The purpose for the MSP program is to improve teacher content knowledge and performance of students in Mathematics and Science. Funds will be available on a competitive basis to an eligible partnership that includes at least one high-need school district.

A high need school district is currently defined as a public school district that has both a poverty index of 60 percent or greater, and 50 percent or greater of an LEA's student population aged 5 through 17 is eligible for Title I services.

Eligible partnerships are required to give first priority to serving high-need school districts. Thereafter, the partnerships can address serving the needs of any other LEAs with a poverty index of 60 percent and above.

Annual reapplication may be required. All approved 3-year projects are subject to periodic updates and meeting the MSP program requirements.

The appropriate accounts for **allowed expenditures** are

225-221-100	225-224-100
225-221-200	225-224-200
225-221-300	225-224-300
225-221-400	225-224-400
225-221-500	225-224-500

Responsible Office:	Office of Instructional Practices and Evaluations
Contact:	Mary L. Ruzga, 803-734-5954
E-Mail Address:	mruzga@ed.sc.gov

REVENUE	4341	LANGUAGE INSTRUCTION FOR LIMITED ENGLISH PROFICIENT AND IMMIGRANT STUDENTS, TITLE III
SUBFUND	264	SPECIAL REVENUE FUND
PROJECT NUMBER	BP	

Allocation Formula

Allocations will be made to districts based upon the population of limited English proficient (LEP) and immigrant children within the district in relation to the population of LEP and immigrant children in the State, using a per pupil formula basis.

Legal References

Elementary and Secondary Education Act of 1965, *as amended*, Title III, Secs. 3111–3141;
20 U.S.C. 6821–6871 General Education Provisions Act
CFDA (Catalog of Federal Domestic Assistance) 84.365

Guidelines

Funds may be used

- A. to help ensure that children who are limited English proficient, including immigrant children and youth, attain English proficiency and
- B. to assist all limited English proficient children, including immigrant children and youth, to achieve at high levels in the core academic subjects so that those children can meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.

The appropriate accounts for **allowed expenditures** are

264-100-100**	264-200-100**
264-100-200	264-200-200
264-100-300	264-200-300
264-100-400	264-200-400
264-100-500	264-200-500
264-100-600	264-200-600

**Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with

Title III program guidelines. The function and object accounts displayed above are only header codes. Detailed function and object account codes **must** be recorded by the district.

Responsible Office: Office of Federal and State Accountability
Contact: Steve Abbott, 803-734-0025
E-Mail Address: sabbott@ed.sc.gov

REVENUE	4343	MCKINNEY-VENTO EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM
SUBFUND	232	SPECIAL REVENUE FUND
PROJECT NUMBER	FH	

Allocation Formula

Funds are allocated using a minimum base number of 25 homeless students as reported by LEAs on the annual McKinney-Vento Data Collection Survey/Powerschool student homeless data counts as of 2011-12 and beyond. Grants are awarded competitively and are scored by a team of objective grant readers. The number of grants awarded depends on the amount of federal McKinney-Vento money allocated to the state and awards will not exceed \$60,000 under current award guidelines.

Legal References

Title VII, Subtitle B, Sections 721–726 of the McKinney-Vento Homeless Assistance Act, as amended by the No Child Left Behind Act of 2001 (P.L. 107-110); 42 U.S.C. 11431–11435.

CFDA (Catalog of Federal Domestic Assistance) 84.196

Guidelines

The McKinney-Vento funds are awarded to local educational agencies (LEAs) to help address the educational and related needs of some of the most vulnerable members of our society—homeless children and youth in accordance with the legal reference cited above.

The purpose of the McKinney-Vento Homeless Children and Youths subgrant program is to facilitate the enrollment, attendance, and success in school of homeless children and youths. Three-year subgrants will be made available to LEAs on a competitive basis contingent upon availability of funding.

Funds may support any of the activities authorized under Section 723(d) of the McKinney-Vento Act (42 U.S.C. 11433(d)), including the following:

- Supplemental educational services, such as tutoring and other academic enrichment programs;
- Expedited evaluations for various educational services;
- Professional development activities for educators and pupil services personnel working with homeless students;
- Health referral services;

- Defraying the excess cost of transportation in order to enable students to attend the school of origin;
- Early childhood education programs for pre-school-aged homeless children;
- Services and assistance to attract, engage, and retain homeless children and youth and unaccompanied youth in public school programs;
- Before- and after-school, mentoring, and summer programs with educational activities;
- Payment of fees and costs associated with tracking, obtaining, and transferring records of homeless children and youth;
- Education and training for parents of homeless children and youth about rights and resources;
- Development of coordination between schools and agencies providing services;
- Provision of pupil services (including violence prevention counseling) and referrals for such services;
- Activities to address needs that may arise from domestic violence;
- Adaptation of space and purchase of supplies for non-school facilities to provide services listed above;
- Provision of school supplies, including those to be distributed at shelters or other appropriate locations; and
- Other extraordinary or emergency assistance needed to enable homeless students to attend school.

The appropriate accounts for **allowed expenditures** are

227-100-100**	227-200-100**
227-100-200	227-200-200
227-100-300	227-200-300
227-100-400	227-200-400
227-100-500	227-200-500
227-100-600	227-200-600

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must be recorded by the district.

Responsible Office: Office of Federal and State Accountability
 Contact: Linda Mirabal-Pace, 803-734-6010
 E-Mail Address: lpace@ed.sc.gov

REVENUE	4348	TEACHER INCENTIVE FUND GRANT 3
SUBFUND	268	SPECIAL REVENUE FUND
PROJECT NUMBER	TT	

Allocation Formula

Funds are awarded to participating schools and districts set forth in the SC TIF grant application and revisions thereof. Projects will be awarded per cycle—size of grant is subject to availability of funds provided by USED to the SCDE.

Legal References

Title V, Part D, Subpart 1 of the *Elementary and Secondary Education Act*, as amended.

Department of Education Appropriations Acts for Fiscal Years 2006-2013 (P.L. 109-149 -- the Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 2006, Title V, Part D).

CFDA (Catalog of Federal Domestic Assistance) 84.374A&B.

Guidelines

The Teacher Incentive Fund Grant authorizes the implementation of The SC TAP System in accordance to the provisions written into the original grant application. SC TAP customized this comprehensive reform model for South Carolina schools. The details that drive this comprehensive reform are what truly help student achievement increase in any style or type of building.

1. Multiple Career Paths allow teachers powerful opportunities for greater responsibility with commensurate pay. In SC TAP, teachers may assume the roles of career teachers, mentor teachers and master teachers. Career teachers are typical classroom instructors. Mentor teachers are classroom instructors who also hold some coaching and mentoring responsibilities and serve on the school's instructional leadership team. Master teachers are similar to Instructional Coaches and use their expertise and knowledge to work with multiple teachers in the building. Teachers move up this career ladder by showing sustained student achievement as well using their ability and leadership to coach peer teachers on effective practices.
2. Ongoing, Applied Professional Development allows teachers continuous, onsite growth opportunities focused on the needs of their students to enhance their overall effectiveness in their craft. This professional development is designed and delivered by the leadership team and occurs during the school day. It is focused on the immediate implementation of research-based, vetted strategies that have proven success.

3. Instructionally Focused Accountability is represented by fair evaluations based on clearly defined, research-based standards. The rubric based observation and evaluation system allows this process to be a professional growth opportunity rather than a bureaucratic process. Teachers are observed a minimum of 4 times throughout the school year by certified, trained evaluators. The State has approved use of this evaluation tool to fulfill all requirements under the State mandated evaluation system.

Performance Based Compensation - Salaries and performance incentives are tied to responsibilities, instructional performance and student achievement results. Performance incentives are given to teachers based on a value-added approach to student achievement within the teachers' classroom, as a whole school and on their instructional performance. Each of these incentives are weighted and grouped together for the total performance based compensation.

School districts and schools participating in the project must adhere to the Memorandum of Agreement.

The appropriate accounts for **allowed expenditures** are

268-100-100	Instruction Salaries
268-100-200	Instruction Employee Benefits
268-100-300	Instruction Purchased Services
268-100-400	Instruction Supplies and Materials
268-200-100	Support Services Salaries
268-200-200	Support Services Employee Benefits
268-200-300	Support Services Purchase Services
268-200-400	Support Services Supplies and Materials
268-220-100	Instructional Staff Salaries
268-220-200	Instructional Staff Employee Benefits
268-220-300	Instructional Staff Purchase Services
268-220-400	Instructional Staff Supplies and Materials

Responsible Office : Office of Instructional Practices and Evaluations
Contact: Dennis Dotterer, 803-734-5882
E-Mail Address: dadotterer@ed.sc.gov

REVENUE **4351** **IMPROVING TEACHER QUALITY**

SUBFUND **267** **SPECIAL REVENUE FUND**

PROJECT NUMBER **TQ**

Allocation Formula

The amount of each district's allocation reflects a "hold-harmless" provision that is based on the amount of funds the district received in FY 01, which began July 1, 2001, under the former Eisenhower Professional Development and Class-Size Reduction programs.

In any year in which the amount available under the Improving Teacher Quality program exceeds the sum of the "hold-harmless" amount, the excess amount will be allocated based on both the population of children ages five through seventeen and those same children from families with incomes below the poverty line. Twenty percent of the excess funds will be allocated based on the relative population of children ages five through seventeen and 80 percent will be allocated based on the relative population of children ages five through seventeen from families with incomes below the poverty line.

Both the population and poverty indicators used are according to the latest U.S. census data for Part A of Title I of the Elementary and Secondary Education Act.

Legal References

Title II, Part A, Sec. 2101-2103, of the Elementary and Secondary Education Act of 1965, as amended; (Pub. L. 107-110) 20 U.S.C. § 6601-6641 *et seq.*

CFDA (Catalog of Federal Domestic Assistance) 84.367A

Guidelines

The Title II, Part A programs focus on preparing, training, and recruiting high-quality teachers and principals and require districts to develop plans with annual measurable objectives that will ensure that all teachers instructing core academic subjects are highly qualified.

Funds may be used to supplement, but not supplant, non-federal funds that otherwise would be used for authorized activities.

Allowed expenditures are listed in Section 2123 of the Elementary and Secondary Education Act, "Local Use of Funds" which states the following:

- (a) IN GENERAL.—A local educational agency that receives a subgrant under Section 2121 shall use the funds made available through the subgrant to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:
- (1) Developing and implementing mechanisms that assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only—
 - (A) if the local educational agency is making progress toward meeting the annual measurable objectives described in Section 1119(a)(2); and
 - (B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.
 - (2) Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including—
 - (A) providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach—
 - (i) in academic subjects in which there exists a shortage of highly qualified teachers within a school or within a local educational agency; and
 - (ii) in schools in which there exists a shortage of highly qualified teachers;
 - (B) recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades; and
 - (C) establishing programs that—
 - (i) train and hire regular and secondary education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and non-disabled children);
 - (ii) train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;
 - (iii) recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and

- (iv) provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession.
- (3) Providing professional development activities—
 - (A) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning—
 - (i) one or more of the core academic subjects that the teachers teach; and
 - (ii) effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and
 - (B) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that—
 - (i) involve collaborate groups of teachers and administrators;
 - (ii) provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
 - (iii) provide training in methods of—
 - (I) improving student behavior in the classroom; and
 - (II) identifying early and appropriate interventions to help students described in clause (ii) learn;
 - (iv) provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and
 - (v) provide training on how to understand and use data and assessments to improve classroom practice and student learning.
- (4) Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide—
 - (A) teacher mentoring from exemplary teachers, principals, or superintendents;
 - (B) induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively;
 - (C) incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or
 - (D) incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged

- families, students from racial and ethnic minority groups, and students with disabilities.
- (5) Carrying out programs and activities that are designed to improve the quality of the teacher force, such as—
 - (A) innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, are consistent with the requirements of Section 9101, and are coordinated with activities carried out under part D;
 - (B) development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;
 - (C) tenure reform;
 - (D) merit pay programs;
 - (E) testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.
 - (6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.
 - (7) Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
 - (8) Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differential.
 - (9) Carrying out programs and activities related to exemplary teachers.

Title II, Part A funds can be used to pay teacher salaries in the following situations:

- For highly qualified teachers hired for the purpose of reducing class size.
- As part of an overall strategy to improve teacher quality, for teacher incentives (e.g., as stipends for teachers recruited for hard-to-fill positions or to retain teachers who have been effective in helping low-achieving students succeed) or to pay the salaries of master teachers who provide professional development services for other teachers.
- For substitute teachers if (a) the regular classroom teachers they are replacing are funded through *Title II, Part A* to reduce class size, or (b) the teachers are participating in *Title II, Part A*-funded professional development programs.

The appropriate accounts for **allowed expenditures** are

267-100-100**	Instruction Salaries
267-100-200	Instruction Employee Benefits
267-221-100	Improvement of Instruction Curriculum Development Salaries
267-221-200	Improvement of Instruction Curriculum Development Employee Benefits
267-221-300	Improvement of Instruction Curriculum Development Purchased Services
267-221-400	Improvement of Instruction Curriculum Development Supplies and Materials
267-224-100	Improvement of Instruction In-service and Staff Training Salaries
267-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
267-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
267-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
267-370-300	Nonpublic School Services Purchased Services
267-370-400	Nonpublic School Services Supplies and Materials
267-416-100	Transfer to Charter Schools Salaries
267-416-200	Transfer to Charter Schools Benefits
267-416-300	Transfer to Charter Schools Purchased Services
267-416-400	Transfer to Charter Schools Supplies and Materials
267-430-700	Transfer Indirect Costs

******Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the program guidelines. As a result, the function and object account codes displayed above are header codes only and not the detailed function and object account codes that **must** be recorded by the district.

Responsible Office: Office of Federal and State Accountability
Contact: Deborah Larkin, 803-734-3454
E-Mail Address: dlarkin@ed.sc.gov

REVENUE 4353 TEACHER INCENTIVE FUND 4

SUBFUND 262

PROJECT NUMBER TF

Allocation Formula

Funds are awarded to participating schools and districts set forth in the SC TIF grant application and revisions thereof. Projects will be awarded per cycle—size of grant is subject to availability of funds provided by USED to the SCDE.

Legal References

Title V, Part D, Subpart 1 of the *Elementary and Secondary Education Act*, as amended.

Department of Education Appropriations Acts for Fiscal Years 2006-2013. This funding is authorized by federal legislation in (P.L. 109-149 -- the Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 2006, Title V, Part D).

CFDA (Catalog of Federal Domestic Assistance) 84.374B. EDGAR as applicable; CFR Part D; 34 CFR Part 80; OMB Circular A-133

Guidelines

The Teacher Incentive Fund Grant authorizes the implementation of The SC TAP System in accordance to the provisions written into the original grant application. SC TAP customized this comprehensive reform model for South Carolina schools. The details that drive this comprehensive reform are what truly help student achievement increase in any style or type of building.

1. Multiple Career Paths allow teachers powerful opportunities for greater responsibility with commensurate pay. In SC TAP, teachers may assume the roles of career teachers, mentor teachers and master teachers. Career teachers are typical classroom instructors. Mentor teachers are classroom instructors who also hold some coaching and mentoring responsibilities and serve on the school's instructional leadership team. Master teachers are similar to Instructional Coaches and use their expertise and knowledge to work with multiple teachers in the building. Teachers move up this career ladder by showing sustained student achievement as well using their ability and leadership to coach peer teachers on effective practices.
2. Ongoing, Applied Professional Development allows teachers continuous, onsite growth opportunities focused on the needs of their students to enhance their overall effectiveness in their craft. This professional development is designed and delivered by

the leadership team and occurs during the school day. It is focused on the immediate implementation of research-based, vetted strategies that have proven success.

3. Instructionally Focused Accountability is represented by fair evaluations based on clearly defined, research-based standards. The rubric based observation and evaluation system allows this process to be a professional growth opportunity rather than a bureaucratic process. Teachers are observed a minimum of 4 times throughout the school year by certified, trained evaluators. The State has approved use of this evaluation tool to fulfill all requirements under the State mandated evaluation system.

Performance Based Compensation - Salaries and performance incentives are tied to responsibilities, instructional performance and student achievement results. Performance incentives are given to teachers based on a value-added approach to student achievement within the teachers' classroom, as a whole school and on their instructional performance. Each of these incentives are weighted and grouped together for the total performance based compensation.

School districts and schools participating in the project must adhere to the Memorandum of Agreement.

The appropriate accounts for **allowed expenditures** are

262-100-100	Instruction Salaries
262-100-200	Instruction Employee Benefits
262-100-300	Instruction Purchased Services
262-100-400	Instruction Supplies and Materials
262-200-100	Support Services Salaries
262-200-200	Support Services Employee Benefits
262-200-300	Support Services Purchase Services
262-200-400	Support Services Supplies and Materials
262-220-100	Instructional Staff Salaries
262-220-200	Instructional Staff Employee Benefits
262-220-300	Instructional Staff Purchase Services
262-220-400	Instructional Staff Supplies and Materials

Responsible Office : Office of Instructional Practices and Evaluations
Contact: Dennis Dotterer, 803-734-5882
E-Mail Address: dadotterer@ed.sc.gov

REVENUE	4400	ADULT EDUCATION (4410, 4430)
SUBFUND	243	SPECIAL REVENUE FUND
PROJECT NUMBERS	EA/EC/ED	

Allocation Formula

Adult Education funds are distributed by the USED to the SCDE based on census data to fund local programs of adult education and literacy services that include workplace literacy services, family literacy services, corrections education, and English literacy programs and integrated English literacy-civics education programs. Allocations are determined by the total amount of funding available divided by the total number of adult education students statewide to create a per student amount. Funds are then distributed to local programs based on the total number of adult education students served by that program.

Legal References

Title II of the Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy Act; (WIA Pub. L. 105-220) 20 U.S.C. 9201 *et seq.*

CFDA (Catalog of Federal Domestic Assistance) 84.002

Guidelines

Funds are allocated to adult education programs in local school districts to provide academic services to adults for (1) adult education and literacy services, including workplace literacy services, (2) family literacy services, and (3) English literacy services. Adult education and literacy services include, but are not limited to, the following: basic-education instruction, preparation for high school equivalency tests, the development of academic skills and in contextual workplace basic skills, or the completion of requirements for a high school diploma. In order to be served by an adult education program, an individual must meet the federal definition of an adult education student. In accordance with that definition, students who possess a high school credential may be served if they lack sufficient mastery of basic educational skills to enable them to function effectively in society.

All out-of-state travel paid with adult education funds must be directly related to the operation and improvement of the adult education program.

No more than 5 percent of federal adult education funds may be used for administration, without negotiating with the Office of Adult Education. The following account numbers are considered administrative costs: 223-100, 223-200, 223-300, 223-400, and 223-500.

Equipment purchased with funds budgeted under Equipment (181-500, 182-500, 183-500, and 223-500) must meet the following guidelines:

- A. Property records must be maintained that include a description of the property, a serial number or other identification number, the vendor's name, the acquisition date, the cost of the property, and the location of the property.
- B. A physical inventory of the property must be taken and the results reconciled with the property records every year.
- C. Disposal of obsolete equipment shall be documented in the inventory report. *Obsolete or inoperable equipment* is defined as equipment that is worn out, that is irreparable or not economically feasible to repair, or that has been replaced by new technology.
- D. Prior approval by the Office of Adult Education must be obtained in order to sell obsolete equipment. Funds generated from the sale of obsolete equipment must be reported to the Office of Adult Education.

Allowed expenditures include costs that are necessary and prudent to the successful operation of the program. However, expenditures will be limited to those identified in the approved plan.

The appropriate accounts for **allowed expenditures** are

243-181-100	Adult Basic Education Programs Salaries
243-181-200	Adult Basic Education Programs Employee Benefits
243-181-300	Adult Basic Education Programs Purchased Services
243-181-400	Adult Basic Education Programs Supplies and Materials
243-181-500*	Adult Basic Education Programs Capital Outlay
243-182-100	Adult Secondary Education Programs Salaries
243-182-200	Adult Secondary Education Programs Employee Benefits
243-182-300	Adult Secondary Education Programs Purchased Services
243-182-400	Adult Secondary Education Programs Supplies and Materials
243-182-500*	Adult Secondary Education Programs Capital Outlay
243-183-100	Adult English Literacy (ESL) Salaries
243-183-200	Adult English Literacy (ESL) Employee Benefits
243-183-300	Adult English Literacy (ESL) Purchased Services
243-183-400	Adult English Literacy (ESL) Supplies and Materials
243-183-500*	Adult English Literacy (ESL) Capital Outlay
243-221-100	Improvement of Instruction Curriculum Development Salaries
243-221-200	Improvement of Instruction Curriculum Development Employee Benefits
243-221-300	Improvement of Instruction Curriculum Development Purchased Services
243-221-400	Improvement of Instruction Curriculum Development Supplies and Materials

243-223-100	Supervision of Special Programs Salaries
243-223-200	Supervision of Special Programs Employee Benefits
243-223-300	Supervision of Special Programs Purchased Services
243-223-400	Supervision of Special Programs Supplies and Materials
243-223-500*	Supervision of Special Programs Capital Outlay
243-224-100	Improvement of Instruction In-service and Staff Training Salaries
243-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
243-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
243-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials
243-254-100	Operation and Maintenance of Plant Salaries
243-254-200	Operation and Maintenance of Plant Employee Benefits
243-254-300	Operation and Maintenance of Plant Purchased Services
243-254-400	Operation and Maintenance of Plant Supplies and Materials

*Requests for budget items in these categories **must be submitted in writing** and **must be approved in writing by** the Office of Adult Education.

Budget amendments must be received in the Office of Adult Education no later than May 15 of the current fiscal year. If May 15 falls on a weekend, all amendments will be due the following Monday.

Responsible Office: Office of Adult Education
 Contacts: David Stout, 803-734-8348 (budget questions)
 Fax: 803-734-3643
 Janet Thompson, 803-734-8472 (program questions)
 Terry Fetner Phillips, 803-734-8080 (program questions)
 Mike King, 803-734-8300 (program questions)
 Tonya Creamer, 803-734-8069 (program questions)
 Harriette Jenerette, 803-734-4708 (program questions)
 Jennifer Cooper-Keels, 803-734-8070 (data questions)

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REVENUE	4510	INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – SPECIAL EDUCATION – GRANTS TO STATES
SUBFUND	203	SPECIAL REVENUE FUND
PROJECT NUMBERS		CA/CG/CO

Allocation Formula

This federal program provides formula grants to assist states in meeting the excess costs of providing special education and related services to children with disabilities. Funds are allocated among states in accordance with the statutory formula in Sec. 611 of the IDEA.

A district's allocation is calculated by using the base amount established in FY 1999. Of the remaining funds, 85 percent of the funds will be distributed based on a pro rata share of public and private school enrollment, and the remaining 15 percent of the funds will be distributed based on a pro rata share of the number of students eligible for free and reduced-price lunch.

Legal References

Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04), as amended, Part B, Sections 611-618; 20 U.S.C. §§ 1411-1418.

CFDA (Catalog of Federal Domestic Assistance) 84.027

Guidelines

These funds must be used to supplement, not supplant, the level of state and local funds expended for the education of children with disabilities.

Funds may be used only for the excess costs of providing special education and related services for children with disabilities. The excess cost requirement means that a local education agency (LEA) must spend a certain minimum amount for the education of its children with disabilities before IDEA funds are used. This ensures that children with disabilities have at least the same amount spent on them as do children in the LEA taken as a whole. The average minimum amount is determined by utilizing the Excess Cost Worksheets as stated in the IDEA of 2004 federal regulations.

Disallowed expenditures include construction of facilities.

In order to receive funds, a school district must submit an application that is approved by the Office of Exceptional Children, Division of Accountability.

The appropriate accounts for **allowed expenditures** are

203-120-100	Exceptional Programs Salaries
203-120-200	Exceptional Programs Employee Benefits
203-120-300	Exceptional Programs Purchased Services
203-120-400	Exceptional Programs Supplies and Materials
203-120-500	Exceptional Programs Capital Outlay
203-120-600	Exceptional Programs Other Objects
203-131-100	Preschool Handicapped Speech (5-yr.-Olds) Salaries
203-131-200	Preschool Handicapped Speech (5-yr.-Olds) Employee Benefits
203-131-300	Preschool Handicapped Speech (5-yr.-Olds) Purchased Services
203-131-400	Preschool Handicapped Speech (5-yr.-Olds) Supplies and Materials
203-131-500	Preschool Handicapped Speech (5-yr.-Olds) Capital Outlay
203-131-600	Preschool Handicapped Speech (5-yr.-Olds) Other Objects
203-132-100	Preschool Handicapped Itinerant (5-yr.-Olds) Salaries
203-132-200	Preschool Handicapped Itinerant (5-yr.-Olds) Employee Benefits
203-132-300	Preschool Handicapped Itinerant (5-yr.-Olds) Purchased Services
203-132-400	Preschool Handicapped Itinerant (5-yr.-Olds) Supplies and Materials
203-132-500	Preschool Handicapped Itinerant (5-yr.-Olds) Capital Outlay
203-132-600	Preschool Handicapped Itinerant (5-yr.-Olds) Other Objects
203-133-100	Preschool Handicapped Self-Contained (5-yr.-Olds) Salaries
203-133-200	Preschool Handicapped Self-Contained (5-yr.-Olds) Employee Benefits
203-133-300	Preschool Handicapped Self-Contained (5-yr.-Olds) Purchased Services
203-133-400	Preschool Handicapped Self-Contained (5-yr.-Olds) Supplies and Materials
203-133-500	Preschool Handicapped Self-Contained (5-yr.-Olds) Capital Outlay
203-133-600	Preschool Handicapped Self-Contained (5-yr.-Olds) Other Objects
203-134-100	Preschool Handicapped Homebased (5-yr.-Olds)

	Salaries
203-134-200	Preschool Handicapped Homebased (5-yr.-Olds) Employee Benefits
203-134-300	Preschool Handicapped Homebased (5-yr.-Olds) Purchased Services
203-134-400	Preschool Handicapped Homebased (5-yr.-Olds) Supplies and Materials
203-134-500	Preschool Handicapped Homebased (5-yr.-Olds) Capital Outlay
203-134-600	Preschool Handicapped Homebased (5-yr.-Olds) Other Objects
203-135-100	Preschool Handicapped Speech (3- & 4-yr.-Olds) Salaries
203-135-200	Preschool Handicapped Speech (3- & 4-yr.-Olds) Employee Benefits
203-135-300	Preschool Handicapped Speech (3- & 4-yr.-Olds) Purchased Services
203-135-400	Preschool Handicapped Speech (3- & 4-yr.-Olds) Supplies and Materials
203-135-500	Preschool Handicapped Speech (3- & 4-yr.-Olds) Capital Outlay
203-135-600	Preschool Handicapped Speech (3- & 4-yr.-Olds) Other Objects
203-136-100	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Salaries
203-136-200	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Employee Benefits
203-136-300	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Purchased Services
203-136-400	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Supplies and Materials
203-136-500	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Capital Outlay
203-136-600	Preschool Handicapped Itinerant (3- & 4-yr.-Olds) Other Objects
203-137-100	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Salaries
203-137-200	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Employee Benefits
203-137-300	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Purchased Services
203-137-400	Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Supplies and Materials
203-137-500	Preschool Handicapped Self-Contained

203-137-600	(3- & 4-yr.-Olds) Capital Outlay Preschool Handicapped Self-Contained (3- & 4-yr.-Olds) Other Objects
203-138-100	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Salaries
203-138-200	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Employee Benefits
203-138-300	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Purchased Services
203-138-400	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Supplies and Materials
203-138-500	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Capital Outlay
203-138-600	Preschool Handicapped Homebased (3- & 4-yr.-Olds) Other Objects
203-145-100	Homebound* Salaries
203-145-200	Homebound Employee Benefits
203-145-300	Homebound Purchased Services
203-145-400	Homebound Supplies and Materials
203-145-500	Homebound Capital Outlay
203-145-600	Homebound Other Objects
203-149-100	Other Special Programs Salaries
203-149-200	Other Special Programs Employee Benefits
203-149-300	Other Special Programs Purchased Services
203-149-400	Other Special Programs Supplies and Materials
203-149-500	Other Special Programs Capital Outlay
203-149-600	Other Special Programs Other Objects
203-161-100	Autism Salaries
203-161-200	Autism Employee Benefits
203-161-300	Autism Purchased Services
203-161-400	Autism Supplies and Materials
203-161-500	Autism Capital Outlay
203-161-600	Autism Other Objects
203-200-100**	Support Services Salaries
203-200-200	Support Services Employee Benefits
203-200-300	Support Services Purchased Services
203-200-400	Support Services Supplies and Materials
203-200-500	Support Services Capital Outlay
203-200-600	Support Services Other Objects

*for students with disabilities only

****Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with IDEA of 2004 program guidelines. Function and object accounts displayed above are only header codes. Detailed function and object account codes **must** be recorded by the district.**

Responsible Office: Office of Exceptional Children
Contact: Michael Thom, 803-734-8788
E-Mail Address: mthom@ed.sc.gov

REVENUE **4520** **PRESCHOOL GRANTS FOR CHILDREN WITH
DISABILITIES (IDEA)**

SUBFUND **205** **SPECIAL REVENUE FUND**

PROJECT NUMBER **CG**

Allocation Formula

This federal program provides formula grants to states to make special education and related services available to children with disabilities, ages three through five and, at the state's discretion, to two-year-olds with disabilities who will turn three during the school year. States must distribute the bulk of their grant awards to local education agencies (LEAs; a.k.a. school districts).

A district's allocation is calculated by using the base amount established in FY 1997. Of the remaining funds, 85 percent of the funds will be distributed to school districts based on a pro rata share of public and private school enrollment, and the remaining 15 percent of the funds will be distributed to districts based on a pro rata share of the number of children eligible for free and reduced-price lunch.

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Legal References

Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04), Part B, Section 619, as amended; (P.L. 108–446); 20 U.S.C. 1419.

CFDA (Catalog of Federal Domestic Assistance) 84.173

Guidelines

Funds under this grant shall be used to pay only the excess costs of special education and related services attributable to the education of children with disabilities ages three, four, and five.

These funds shall be used to supplement and increase the level of state and local funds expended for the education of children with disabilities ages three, four, and five and in no case to supplant state and local funds.

Disallowed expenditures include construction of facilities.

In order to receive funds, a school district must submit an application that is approved by the Office of Exceptional Children, Division of Accountability.

The appropriate accounts for **allowed expenditures** are

205-130-100	Preschool Programs Salaries
205-130-200	Preschool Programs Employee Benefits
205-130-300	Preschool Programs Purchased Services
205-130-400	Preschool Programs Supplies and Materials
205-130-500	Preschool Programs Capital Outlay
205-130-600	Preschool Programs Other Objects
205-149-100	Other Special Programs Salaries
205-149-200	Other Special Programs Employee Benefits
205-149-300	Other Special Programs Purchased Services
205-149-400	Other Special Programs Supplies and Materials
205-149-500	Other Special Programs Capital Outlay
205-149-600	Other Special Programs Other Objects
205-200-100**	Support Services Salaries
205-200-200	Support Services Employee Benefits
205-200-300	Support Services Purchased Services
205-200-400	Support Services Supplies and Materials
205-200-500	Support Services Capital Outlay

Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with IDEA of 2004 Preschool Grants program guidelines. Function and object codes displayed above are only header codes. Detailed function and object account codes **must be recorded by the school district.

Responsible Office: Office of Exceptional Children
Contact: Michael Thom, 803-734-8788
E-Mail Address: MThom@ed.sc.gov

REVENUE 4800/4991 SCHOOL FOOD SERVICE PROGRAMS

SUBFUND 600 FOOD SERVICE FUND

Allocation Formula

Allocations are based on federal reimbursements. The SFAs are reimbursed based upon the number of meals served in the National School Lunch Program, Breakfast Program, After School Snack Program. Additionally, the SFAs are reimbursed based upon the number of milks served in the Special Milk Program. Prior year funds may be carried over to the current year.

Legal References

Child Nutrition Act of 1966, as amended, 42 U.S.C. 1773, 1779, 1793, Public Laws 104-193, 100-435, 99-661, 97-35. American Recovery and Reinvestment Act of 2009, Public Law 111-5. School Breakfast Expansion Grants are authorized by the Child Nutrition Act of 1966 as amended, 42 U.S.C. 1793.

Richard B. Russell National School Lunch Act, as amended, 42 U.S.C. 1751 1760, 1779
Child Nutrition Act of 1966, as amended, 42 U.S.C. 1772 and 1779
Richard B. Russell National School Lunch Act, 42 U.S.C. 1769.

7 C.F.R. §§ 210, 215, 220, 225, 245, 250
S.C. Code Ann. §§ 59-63-765, 59-63-790, and 59-63-800 (2004)
CFDA (Catalog of Federal Domestic Assistance), 10.553, 10.555, 10.556, and 10.582

Guidelines

The primary objective of the South Carolina Child Nutrition Program is to safeguard the health and well-being of children by making nutritious meals available at a minimal cost in a setting that furnishes valuable learning experiences. Local school districts participate in several nutrition programs that are supported by federal funds.

Federal Child Nutrition Programs guidelines require school districts participating in the program (1) to make a written application to the South Carolina Department of Education and (2) to sign an agreement to operate a nonprofit program that

- a. provides meals that meet the minimum nutritional standards;
- b. provides school lunch and school breakfast without cost or at a reduced price to all children who are unable to pay the full price and *who qualify for free and reduced-price meals based on current income eligibility guidelines*;

- c. fulfills the provisions as set forth in the “Policy Statement for Free and Reduced Price Meals”; and
- d. provides for accountability.

Cash assistance is based on the number of meals served by category—paid, free and reduced—and the count taken at the point of service, which is the program requirement. A reimbursement claim must be submitted to the South Carolina Department of Education’s Office of Nutrition Programs on a monthly basis to justify the reimbursement claimed and to enable the Department to provide information on required reports to the U.S. Department of Agriculture. The school district report also provides information to determine the costs of meals, the level of revenues and expenditures, and the amount of operating balance.

The federally assisted programs are as follows:

A. School Breakfast Program

REVENUE 4830 (CFDA 10.553)

The school breakfast program can help close the nutrition gap by providing children with nutritious breakfasts at schools that meet USDA meal requirements. School districts are reimbursed for breakfasts served to students. Rates vary according to whether the breakfast is free, reduced-price, or paid. (In schools qualifying as severe needs schools, additional funds are available up to a maximum reimbursement level.) Funding for this program also allows for schools to participate in the USDA Seamless Summer Feeding Program and claim reimbursement under the School Lunch and/or Breakfast Program.

B. School Lunch and After-School Snacks Program

REVENUE 4810 (CFDA 10.555)

This program makes it possible for schools to serve wholesome low-cost lunches that meet USDA requirements for a school lunch. School districts are reimbursed for lunches served to students. Rates vary according to whether the lunch is free, reduced-price, or paid. Funding for this program also allows for schools to participate in the USDA Seamless Summer Feeding Program and claim reimbursement under the School Lunch and/or Breakfast Program.

The National School Lunch Program now offers cash reimbursement to help schools serve snacks to children after their regular school day ends. After-school snacks give children a nutritional boost and draw them into supervised activities that are safe, fun, and filled with learning opportunities. In schools where the number of students eligible to receive free and/or reduced-priced meals is 50 percent or more, the snacks are served free to all students.

C. Special Milk Program

Revenue 4810 (CFDA 10.556)

The Special Milk Program provides milk to children in schools, child care institutions and eligible camps that do not participate in other Federal child nutrition meal service programs. The program reimburses schools and institutions for the milk they serve. The public or nonprofit private schools of high school grade or under and public or nonprofit private residential child care institutions and eligible camps may participate in the Special Milk Program provided they do not participate in other Federal child nutrition meal service programs, except as noted above. Participating schools and institutions receive reimbursement from the U.S. Department of Agriculture (USDA) for each half pint of milk served. They must operate their milk programs on a non - profit basis. They agree to use the Federal reimbursement to reduce the selling price of milk to all children. Any child at a participating school or half - day pre - kindergarten program can get milk through the Special Milk Program. Children may buy milk or receive it free, depending on the school's choice of program options. When local school officials offer free milk under the program to low - income children, any child from a family that meets income guidelines for free meals is eligible. Each child's family must apply annually for free milk eligibility. The Federal reimbursement for each half - pint of milk sold to children in School Year 2013 - 2014 is 20.25 cents. For students who receive their milk free, the USDA reimburses schools the net purchase price of the milk. For the latest reimbursement rates visit FNS website at: www.fns.usda.gov/cnd/Governance/notices/naps/NAPs.htm

NOTE: A uniform financial management and accounting system is necessary due to the complexity of the programs and the amount of funds provided. The *South Carolina School Food Service Program Reference Manual* explains the procedures for accounting and reporting for the funds under these programs.

D. Fresh Fruit and Vegetable Program

REVENUE 4860 (CFDA 10.582)

The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted program providing free fresh fruits and vegetables to students in participating elementary schools during the school day. The goal of the FFVP is to improve children's overall diet and create healthier eating habits to impact their present and future health. The FFVP will help schools create healthier school environments by providing healthier food choices; expanding the variety of fruits and vegetables children experience; and increasing children's fruit and vegetable consumption.

Elementary schools participating in the program receive between \$50.00 - \$75.00 per student for the school year. The State agency decides the per-student funding amount for the selected schools based on total funds allocated to the State and the enrollment of applicant schools. With these funds, schools purchase additional fresh fruits and vegetables to serve free to students during the school day. They must be served outside of the normal time frames for the National School Lunch (NSLP) and School Breakfast Program (SBP). The State agency or SFA determines the best method to obtain and serve the additional fresh produce. Schools participating in the FFVP submit monthly claims for reimbursement which are reviewed by the SFA before payment is processed to the State agency. Schools are reimbursed for the cost of fresh fruits and vegetables and limited non-food costs. Schools must follow all food safety requirements and HACCP guidance.

Reimbursement is paid to the district for the participating school. A reimbursement claim must be submitted to the South Carolina Department of Education's Office of Health and Nutrition on a monthly basis to justify the reimbursement claimed and to enable the Department to provide information on required reports to the U.S. Department of Agriculture.

Fringe Benefit Calculation

The following guidelines govern the 2013-2014 School Year for use of School Food Service Funds to pay fringe benefits when the school district's state fringe benefits allocation is exhausted:

1. When the state allocation is adequate to cover all fringe benefits monthly or annually, no changes will be made to the Food Service Fund.
2. When the state allocation is inadequate to cover all fringe benefits and a shortfall results, districts may charge a portion of food service fringe benefits to the Food Service Fund. Charges to the Food Service Fund may be made on a quarterly basis using the same proportional basis as calculated in the formula below. Please note that the funding formula below is amended to allow greater flexibility to school districts, and may be subject to further amendment for the 2013-2014 school year. An adjusting year-end entry may be necessary.
3. Notwithstanding the above, the District must ensure that their Food Services program remains solvent.

Example: **School District X**

Calculation of Ratio of School Food Service (SFS) Fund Salaries to Total General Fund (GF) Salaries

1. SFS Salaries/Total GF and SFS Salaries \$990,000/\$24,900,000 = 3.98%

Calculation of Total Fringe Benefit Shortfall with Exclusions

2. Total current District GF Fringe Benefits Expenditures	\$ 3,750,000
State Allocation	<u>(\$ 2,900,000)</u>
Total District Shortfall for Fringe Benefits	\$ 850,000

Calculation of Maximum Shortfall to be paid by SFS Fund

3. Total District Shortfall for Fringe Benefits	\$ 850,000
Salary Ratio	<u>X 3.98%</u>
Former Fringe Benefits Requirement paid by SFS Fund	\$ 33,830
4. Former Fringe Benefits Requirement paid by SFS Fund	\$ 33,830
Percent Change in Former Requirement	<u>X 75%</u>
Total Change	\$ 25,373

5. Former Fringe Benefits Requirement paid by SFS Fund	\$ 33,830
Total Change	\$ 25,373
FY 2014 Maximum Fringe Benefits paid by SFS Fund	\$ 59,203

The appropriate accounts for **allowed expenditures** are

600-256-100	Food Services Salaries
600-256-200	Food Services Employees Benefits
600-256-300	Food Services Purchased Services
600-256-400	Food Services Supplies and Materials
600-256-500	Food Services Capital Outlay
600-256-600	Food Services Other Objects

Responsible Office: Office of Nutrition Programs
 Contacts: Juanita Bowens-Seabrook (School Lunch/Breakfast/After-School Snacks/Fresh Fruit and Vegetable Programs, Special Milk Program), 803-734-8205
 Ben Madden (Food Distribution Program), 803-734-8209
 Diane D. Gillie (Fresh Fruit and Vegetable Program), 803-734-8193
 Andrew Thomas (School Lunch/Breakfast/After-School Snacks Programs, Seamless Summer Option), 803-734-8194
 Heather Snelgrove (School Lunch/Breakfast/After-School Snacks Programs), 803-734-8197
 Julie Hartwell (Special Milk Program), 803-734-2061
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REVENUE	4924	21ST CENTURY COMMUNITY LEARNING CENTERS PROGRAM (TITLE IV, 21ST CENTURY SCHOOLS)
SUBFUND	224	SPECIAL REVENUE FUND
PROJECT NUMBER	CL	

Allocation Formula

This federal program awards formula grants to state education agencies, which in turn manage statewide competitions and award grants to eligible entities.

Funds will be awarded on a competitive basis to school districts and other organizations. The purpose of this funding is to serve students who attend schools, including charter schools that either receive or are eligible to receive Title I school-wide assistance. Private schools and charter schools that serve students from high-poverty communities are also eligible to compete for funds.

To the extent practical, the SCDE will award grants equitably among geographic regions within the state, including rural and urban communities. Priority will be given to applications that propose to serve students who attend one of the state's Priority Schools.

Grants may be awarded for periods of up to four years at the discretion of the SCDE. Funds requested by a joint applicant may not exceed \$200,000 in year one. For projects that are awarded continuation grants, the amount in year two may not exceed \$200,000; in year three, \$150,000; and in year four, \$127,500.

An application submitted by a consortium that includes at least two public school districts may request up to \$375,000, in year one. For consortia that are awarded continuation grants, the amount in year two may not exceed \$375,000; in year three, \$281,250; and in year four, \$239,062.

An applicant may request an amount less than the maximum allowed, but by law, the minimum amount that may be awarded to a grantee in any grant year is \$50,000.

Legal References

Title IV, Part B, Section 4201-4206 of the Elementary and Secondary Education Act (ESEA) as amended; (Pub. L. No. 107-110) 20 U.S.C. §§ 7171-7176.

CFDA (Catalog of Federal Domestic Assistance) 84.287

Guidelines

The SCDE will award grants, subject to the availability of funds, for the purpose of establishing or expanding activities in community learning centers. These grants will be used to

- provide academic enrichment opportunities for children, particularly students who attend high-poverty and low-performing schools;
- enable students to meet state and local standards in core academic subjects;
- offer students a broad array of enrichment activities that can complement their regular academic programs; and
- offer literacy and other educational services to the families of participating children.

Section 4205 of the ESEA, as amended, “Authorized Activities,” states the following:

(c) **PRINCIPLES OF EFFECTIVENESS.—**

- (1) **IN GENERAL.—**For a program or activity developed pursuant to this part to meet the principles of effectiveness, such program or activity shall—
- (A) be based upon an assessment of objective data regarding the need for before and after school programs (including during summer recess periods) and activities in the schools and communities;
 - (B) be based upon an established set of performance measures aimed at ensuring the availability of high quality academic enrichment opportunities; and
 - (C) if appropriate, be based upon scientifically based research that provides evidence that the program or activity will help students meet the State and local student academic achievement standards.

Disallowed expenditures include costs for the purchase of buses and other vehicles; construction and renovation; fundraising activities; advertising and marketing; activities whose sole or primary purpose is entertainment (fun parks, skating rinks, etc.); monetary incentives and stipends for students; gift cards and certificates; and incentives for paid staff (bonuses, awards, luncheons, etc.); equipment totaling more than \$5,000 per unit; activities that occur during the normal school hours unless such activities are targeted to pre-kindergarten students or the adult family members of the participating students.

Allowed expenditures include funds to provide before-school, after-school, and summer school activities that advance student academic achievement. Activities targeting prekindergarten-aged children and adult family members may take place during regular school hours if such times are deemed most suitable for serving these populations. Funds may also be used to provide activities that advance the literacy of the participants’ adult family members and to cover costs associated with personnel, supplies/materials, and transportation as they relate to the approved activities.

These funds must be used to supplement, and not supplant, other federal, state, and local funds.

Grantees must provide academic enrichment activities to help students meet state and local standards in the core content areas, such as reading, math, and science. Funds may be used for the following activities designed to improve student achievement and performance:

- remedial education activities;
- academic enrichment learning programs;
- additional assistance to students to improve academic achievement;
- mathematics and science education activities;
- arts and music education services;
- entrepreneurial education programs;
- tutoring services (including senior volunteers);
- mentoring programs;
- programs for limited-English-proficient students;
- recreational activities;
- telecommunications and technology education programs;
- expanded library service hours;
- parental involvement and family literacy programs;
- programs for students who have been truant, suspended, or expelled;
- drug- and violence-prevention programs;
- counseling programs;
- character education programs; and
- leadership skills training.

Indirect cost transfers are allowable for the program. This expenditure may not exceed the restricted indirect cost rate approved for the district being served.

The appropriate accounts for **allowed expenditures** are

224-139-100	Early Childhood Programs Salaries
224-139-200	Early Childhood Programs Employee Benefits
224-139-300	Early Childhood Programs Purchased Services
224-139-400	Early Childhood Programs Supplies and Materials
224-171-100	Primary Summer School Salaries
224-171-200	Primary Summer School Employee Benefits
224-171-300	Primary Summer School Purchased Services
224-171-400	Primary Summer School Supplies and Materials
224-172-100	Elementary Summer School Salaries
224-172-200	Elementary Summer School Employee Benefits
224-172-300	Elementary Summer School Purchased Services
224-172-400	Elementary Summer School Supplies and Materials
224-173-100	High School Summer School Salaries
224-173-200	High School Summer School Employee Benefits
224-173-300	High School Summer School Purchased Services
224-173-400	High School Summer School Supplies and Materials

224-175-100	Instructional Programs Beyond Regular School Day Salaries
224-175-200	Instructional Programs Beyond Regular School Day Employee Benefits
224-175-300	Instructional Programs Beyond Regular School Day Purchased Services
224-175-400	Instructional Programs Beyond Regular School Day Supplies and Materials
224-188-100	Parenting/Family Literacy Salaries
224-188-200	Parenting/Family Literacy Employee Benefits
224-188-300	Parenting/Family Literacy Purchased Services
224-188-400	Parenting/Family Literacy Supplies and Materials
224-212-100	Guidance Services Salaries
224-212-200	Guidance Services Employee Benefits
224-212-300	Guidance Services Purchased Services
224-212-400	Guidance Services Supplies and Materials
224-213-100	Health Services Salaries
224-213-200	Health Services Employee Benefits
224-213-300	Health Services Purchased Services
224-213-400	Health Services Supplies and Materials
224-214-100	Psychological Services Salaries
224-214-200	Psychological Services Employee Benefits
224-214-300	Psychological Services Purchased Services
224-214-400	Psychological Services Supplies and Materials
224-223-100	Supervision of Special Programs Salaries
224-223-200	Supervision of Special Programs Employee Benefits
224-223-300	Supervision of Special Programs Purchased Services
224-223-400	Supervision of Special Programs Supplies and Materials
224-224-100	Improvement of Instruction In-service and Staff Training Salaries
224-224-200	Improvement of Instruction In-service and Staff Training Employee Benefits
224-224-300	Improvement of Instruction In-service and Staff Training Purchased Services
224-224-400	Improvement of Instruction In-service and Staff Training Supplies and Materials

224-251-100	Student Transportation (Federal/District Mandated) Salaries
224-251-200	Student Transportation (Federal/District Mandated) Employee Benefits
224-251-300	Student Transportation (Federal/District Mandated) Purchased Services
224-251-400	Student Transportation (Federal/District Mandated) Supplies and Materials
224-252-600	Fiscal Services
224-254-100	Operation and Maintenance of Plant Salaries
224-254-200	Operation and Maintenance of Plant Employee Benefits
224-254-300	Operation and Maintenance of Plant Purchased Services
224-254-400	Operation and Maintenance of Plant Supplies and Materials
224-256-100	Food Services Salaries
224-256-200	Food Services Employee Benefits
224-256-300	Food Services Purchased Services
224-256-400	Food Services Supplies and Materials
224-258-100	Security Salaries
224-258-200	Security Employee Benefits
224-258-300	Security Purchased Services
224-258-400	Security Supplies and Materials
224-271-660	Pupil Service Activities Support Services (for field trips and other pupil transportation costs not provided by state law)
<p>Since expenditure reporting by object-level detail is optional for pupil activity functions, please use object codes that are consistent with the district's accounting system to report costs for field trips under Function Code 271.</p>	
224-320-100	Community Recreation Services Salaries
224-320-200	Community Recreation Services Employee Benefits
224-320-300	Community Recreation Services Purchased Services
224-320-400	Community Recreation Services Supplies and Materials
224-340-100	Public Library Services Salaries
224-340-200	Public Library Services Employee Benefits
224-340-300	Public Library Services Purchased Services
224-340-400	Public Library Services Supplies and Materials
224-390-100	Other Community Services Salaries
224-390-200	Other Community Services Employee Benefits

224-390-300
224-390-400

Other Community Services Purchased Services
Other Community Services Supplies and Materials

Responsible Office: Office of Student Intervention Services
Contact: Sabrina Moore, 803-734-8433
E-Mail Address: smoore@ed.sc.gov

REVENUE	4940	SCHOOL CLIMATE INITIATIVE (SAFE AND SUPPORTIVE SCHOOLS)
SUBFUND	240	SPECIAL REVENUE FUND
PROJECT NUMBERS	CP	

Allocation Formula

This federal discretionary grant is awarded to state education agencies (SEAs) to support statewide measurement of, and targeted programmatic interventions to improve, conditions for learning in order to help schools improve safety and reduce substance use. The SCDE received this award to support the South Carolina School Climate Initiative (SCSCI).

The funding formula is based on a school's average daily membership and student population, grades 9-12, calculated so that no school receives less than \$50,000 or more than \$80,000 per year.

Legal References

Title IV, Part A, Subpart 2, Sections 4121-4130 of the Elementary and Secondary Education Act (ESEA); 20 U.S.C. § 7131.

CFDA (Catalog of Federal Domestic Assistance) 84.184Y

Guidelines

The goal of the SCSCI is to improve school learning environments and reduce student detrimental behaviors by developing and refining a School Climate Index that schools, districts, and the state will use to measure a school's learning environment and to identify and implement effective, research-based interventions to address identified, targeted student needs. The initiative includes this programmatic intervention subgrant program for eligible schools to receive funding for up to three years to identify and implement effective, research-based interventions to address student needs. The SCDE will monitor the use of these formula allocations, oversee the quality of activities implemented by the funded schools, and provide technical assistance to awardees in implementing funded activities.

Goal—The SCSCI will improve school learning environments and reduce student detrimental behaviors by developing and refining a School Climate Index that schools, districts, and the state will use to measure a school's learning environment and to identify and implement effective, research-based interventions to address identified, targeted student needs.

SCSCI Objectives

1. South Carolina will develop, test, and refine a School Climate Index for each school that measures the safety and supportiveness of the school environment and that will be used to identify and serve schools most at-risk for non-safe, non-supportive learning environments.
2. One hundred percent of eligible identified schools will participate in targeted, data-driven, differentiated services provided by the SCDE, project staff, and partners to improve learning conditions for students.
3. Eighty-five percent of students at the demonstration high school sites will register improved academic and behavior outcomes as a result of well-managed, data-driven, differentiated, research-based interventions implemented by the demonstration high schools through the SEA subgrant program, leading to improvement in the school's School Climate Index. (Year 1: 35%; Year 2: 50%; Year 3: 85%).

The specific SCSCI outcomes that support the programmatic intervention subgrant program are

- schools that are able to use their School Climate Index to
 - identify areas for targeted intervention,
 - identify appropriate research-based interventions to address need,
 - implement the interventions effectively and with fidelity, and
 - monitor the interventions continuously and make adjustments as needed;
- improved data integrity, collection, and reporting;
- improved outcomes and self-reported behaviors for students in terms of academics, behavior, and connectedness;
- improved survey participation and responses;
- improved perception of school by students, teachers, and parents and community; and
- improved safe, supportive learning environments for schools, resulting in improved School Climate Index and fewer identified at-risk students.

Disallowed expenditures

Funds may not be expended for any activity that is not included in the approved subgrant budget. Funds must not be used for construction; for religious or political activities; for vehicles or equipment (items with value of \$5,000 or more per unit); or for medical services, drug treatment, or rehabilitation except for pupil services or referral to treatment for students who are victims of, or witnesses to, crime or who illegally use drugs. Funds cannot be transferred to any other program accounts.

Allowed expenditures include salaries, benefits, travel expenses, professional development activities, supplies and student incentives.

The appropriate accounts for **allowed expenditures** are

240-100-100**	240-200-100**	240-300-100**
240-100-200	240-200-200	240-300-200

240-100-300
240-100-400

240-200-300
240-200-400

240-300-300
240-300-400

****Because a variety of program activities are permissible, appropriate account numbers will be determined based on the services provided and the goods delivered in accordance with the School Climate Initiative guidelines. The function and object account codes displayed above are header accounts only and not the detailed function and object codes that **must** be recorded by the district.**

Responsible Office: Office of Student Intervention Services
Contact: Kimberly Smith, 803-734-8113
E-Mail Address: kwsmith@ed.sc.gov

APPENDIX A

Flexibility/Furlough/Expenditure Reporting Procedures (FY 2013-2014)

Under Provisos 1.32, 1.37 and 1A.17 for Fiscal Year 2013-2014, all school districts and special schools of this State may transfer and expend funds..."to ensure the delivery of academic and arts instruction to students".

Financial Flexibility

1. All transfers, including requests for Barnwell funds, must be completed and submitted to SCDE by June 30, 2014. Quarterly reports are encouraged. Only submit reports quarterly if an action is approved by your school board.
2. Districts may transfer and expend funds among appropriated state general fund revenues, Education Improvement Act funds, Education Lottery Act funds, and funds received from the Children's Education Endowment fund. No federal funds may be flexed.
3. In order to take advantage of the financial flexibility provisions, at least seventy-five (75) percent of the school district's expenditures must be utilized within the In\$ite categories of instruction, instructional support and non-instructional pupil services. Those functional areas are outlined in Item #4 under Reporting Requirements.
4. If you choose to take advantage of this flexibility, you **must** maintain the integrity of the program guidelines as outlined in the Funding Manual.
5. The only appropriations that are **excluded** from this flexibility are as follows:
 - NBC Salary Supplement (Revenue 3532)
 - Teacher of the Year (Revenue 3533)
 - Teacher Salary Increase (Revenue 3550)
 - Teacher Salary Increase Fringe (Revenue 3555)
 - Technical Assistance – Palmetto Priority (Revenue 3571)
 - Teacher Supplies (Revenue 3577)
 - Aid to Districts – Special Ed (Revenue 3585)
6. Judicious caution should be used when transferring those funds received through a competitive grant process.
7. No programs serving students with special needs may be flexed in the 2013-14 year.
8. Prior to implementing the flexibility provisions, school districts **must** provide to public charter schools the per pupil allocation due to the charter schools for each categorical program for which they are eligible to receive funding.
9. For the 2013-2014, Section 59-21-1030 (Maintenance of Effort) is suspended.

Furlough/Staffing Flexibility/Maximizing Resources

1. Districts may suspend professional staffing ratios, except for four-year-old programs.

2. Districts may delay teacher contracts from April 15th to May 15th. Teachers must notify the district, in writing, of acceptance of the contract within ten days of such notification or May 25th, whichever occurs later.
3. Districts may uniformly negotiate salaries below the district salary schedule for the 2013-2014 year for retired teachers who are not participants of the TERI program.
4. Furloughs for 2013-14 school year may be implemented if mid-year reductions occur. Before any employees may be furloughed, the district must certify that all funding flexibility provided by the General Assembly has been utilized by the district and that the furlough is necessary to avoid a year-end deficit and a reduction in force. Should a district furlough occur, teachers may be furloughed for up to 5 non-instructional days, provided that district administrators are furloughed for twice the number of days, not to exceed 10 days.
5. To further ensure resources are maximized, districts are encouraged to: (1) limit the number of low enrollment courses (2) reduce travel for staff and board (3) reduce and limit activities requiring dues and fees (4) reduce transportation costs for extracurricular and academic competitions and (5) expand virtual education.

Reporting Requirements

1. By June 30, 2014, districts must certify where non-instructional or nonessential programs have been suspended.
2. Certification must be in writing, signed by the board chairman and the superintendent, and delivered electronically to the State Superintendent of Education. The SCDE will forward to the following: the Chairman of the Senate Finance Committee, the Chairman of the Senate Education Committee, the Chairman of the House Ways and Means Committee, and the Chairman of the House Education and Public Works Committee.
3. The certification must be presented publicly at a regularly called school board meeting, and the certification must be posted on the Internet website maintained by the school district.
4. Districts must report as of June 30, 2014, using the In\$ite categories, all expenditures in Instructional, Instructional Support and non-Instructional student services. The following functions must be reported:

<u>Function Name</u>	<u>Function Number</u>
a. Instruction	All 100 functions
b. Attendance & Social Work	211
c. Guidance	212
d. Health Services	213
e. Psychological Services	214
f. Exceptional Program Services	215
g. Vocational Placement	216
h. Career Specialists	217
i. Curriculum Development	221
j. Library Media	222
k. In-Service/Staff Training	224

l. School Administration	233
m. Pupil Transportation	251, 255
n. Food Service	256
o. Security/Safety	258
p. Planning	262
q. Pupil Activities	271, 272, 273
r. Community Services	All 300 functions

APPENDIX B

SOUTH CAROLINA CHARTER SCHOOLS (COMPOSITE) 2013-2014

School Name	Grades	Contact Mailing Address	Telephone Fax	District
Year Open	# Students (based on 45-day count)			
Academy for Teaching and Learning (2006)	K-8	Robyn Brakefield 109 Hinton Street Chester, SC 29706	803-385-6334 803-385-6335 (fax)	Chester
	319	Email: rbrakefield@chester.k12.sc.us		
Academy of Hope (2011)	K-8	Charmaine Lefft 3521 Juniper Bay Road Conway, SC 29527	843-397-5719	Horry
	116	Email: clefft@theacademyofhope.org		
Aiken Performing Arts Academy (2005)	9-12	Keisha Lloyd-Kennedy 130 Avery Lane, PO Box 418 Aiken, SC 29801	803-644-4824 803-641-1155 (fax)	Aiken
	55	Email: kkennedy@lkcs.k12.sc.us		
Anderson Five Charter School (2012)	11-12 (expanding 4- 12)	Katie Brown 1225 South McDuffie St. Anderson, SC 29624	864-260-5685	Anderson 5
		Email: katiebrown@anderson5.net		
Brashier Middle College (2006)	9-12	Michael Sinclair 1830 West Georgia Rd. Bldg 203 Simpsonville, SC 29680	864-757-1800 864-757-1850 (fax)	Greenville
	406	Email: msinclair@brashiermiddlecollege.org		
Bridges Preparatory Academy (2013)	K-6	Melesia L. Walden PO Box 626 Port Royal, SC 29935	843-982-7737	SCPCSD
		Email: mwalden@bridgespreparatoryschool.org		
Bridgewater Academy (2003)	K-8	Steve Wilson 191 River Landing Blvd. Myrtle Beach, SC 29579	843-236-3689 843-236-4921 (fax)	Horry
	136	Email: sew14art@yahoo.com		
Calhoun Falls Charter School (2008)	6-12	Deirdre McCullough 205 Edgefield Street, PO Box 514 Calhoun Falls, SC 29628	864-418-8014 864-418-0379 (fax)	SCPCSD
	182	Email: dmccullough@cfpcs.org		
Cape Romain (2012)	K-5	Patty McClellan 1011 Old Cemetery Rd McClellanville, SC 29458	843-887-3323	SCPCSD
		Email: Pmccle8305@aol.com		

Carolina School for Inquiry (2006)	5K-6	Victoria Dixon-Mokeba 7405-A Fairfield Road Columbia, SC 29203	803-691-1250 803-691-1247 (fax)	Richland One
	109	Email: vdixon-mokeba@carolinaschoolforinquiry.org		
Charleston Charter School for Math & Science (2008)	6-12	1002 King Street Charleston, SC 29403	843-720-3085 843-720-3196 (fax)	Charleston
	417	Email: info@charlestonmathandscience.org www.charlestonmathandscience.org		
Charleston Development Academy (2003)	4-8	Cecelia Gordon Rogers 233 Line Street PO Box 20518 Charleston, SC 29413	843-722-2689 843-722-2694 (fax)	Charleston
	204	Email: cda@charleston.k12.sc.us Web: www. CharlestonDevelopmentAcademy.org		
CHOICES (2002)	6-12 (ages 12-17)	Ralph Porter PO Box 15386 Florence, SC 29506	843-664-8993 843-664-8881 (fax)	Florence 1/Darlington
	44	Email: choicesrrp@bellsouth.net		
Coastal Leadership Academy (2013)	9-12	Melinda Tavernier 2146 Lake View Cr. Surfside Beach, SC 29575	843-504-8193	SCPCSD
		Email: mtavern@coastalleadership.org		
Coastal Montessori (2012)	1-6	Lonnie Yancsurak 247 Wildcat Way Pawleys Island, SC 29585	843-902-3498 843-314-5330 (fax)	Georgetown
		Email: lyancsurak@coastalmontessoricharter.org		
Cyber Academy of South Carolina 2013-2014	K-9, with additional grade levels added each year	David Crook: Head of School 330 Pelham Road Suite 101-A Greenville, SC 29615	865-236-4006	SCPCSD
		Email: dcrook@k12.com		
Discovery School of Lancaster County (2000)	K-5	Thomas H. McDuffie 302 West Dunlap Street Lancaster, SC 29720	803-416-8874 803-416-8907 (fax)	Lancaster
	108	Email: tmcduffi@mail.lcsd.k12.sc.us		
East Cooper Montessori Charter School (2003)	1–8	Jody Swanigan 250 Ponsbury Rd. Mt. Pleasant, SC 29464	843-216-2883 843-216-8880 (fax)	Charleston
	237	Email: jody_swanigan@montessoricharterschool.com www.montessoricharterschool.com		
East Point Academy (2011)	K-8	Renee Mathews 1340 Knox Abbott Dr. Cayce, SC 29033	803-739-4992 803-739-4977 (fax)	SCPCSD
	88	Email: rmathews@EastPointSc.org		

Fox Creek High School (2004)	9-12	Dr. Tim Murph 165 Shortcut Rd. North Augusta, SC 29860	803-613-9435 803-613-1533 (fax)	SCPCSD
	344	Email: tmurph@fchs.edgefield.k12.sc.us www.foxcreekhs.org		
Greenville Renewable Energy Education (GREEN) Charter School 2013-2014	K-12	Adem Dokmeci 1440 Pelham Rd. Suite C Greenville SC 29615	864-288-4134 864-288-0826	SCPCSD
		Email: adokmeci@scgreencharter.org info@scgreencharter.org		
Greenville Technical Charter High School (1999)	9-12	Robert Bayne PO Box 5616 Mail Stop 1201 Greenville, SC 29606-5616	864-250-8845 864-250-8846 (fax)	Greenville
	422	Email: Web: www.gtchs.org		
Greer Middle College (2008)	9-11	William (Bill) Roach 138 West Mcelhaney Rd. Taylors, SC 29687	864-469-7571 864-469-7573 (fax)	Greenville
	352	Email: wroach@greermiddlecollege.org www.greermiddlecollege.org		
Greg Mathis Charter High School (2003)	9-12	Eleanor Hardy 2872 Azalea Drive N. Charleston, SC 29405	843-557-1611 843-747-5810 (fax)	Charleston
		Email: Hardy_eleanor@yahoo.com Web: www.gmchs.com		
Hope Academy Charter School (2013)	K-5	Michael Letts 2 Stagbriar Court Columbia, SC 29229	803-556-2528	SCPCSD
		Email: mletts@investusa.org		
Imagine Columbia Leadership Academy (2012)	K-12	Suezan Turknett, Principal 3810 N. Main St. Columbia, SC	803-929-1140	SCPCSD
		Email: Suezan.turknett@imagineschools.com		
James Island Charter High School (conversion) (2003)	9-12	Robert Bohnstengel 1000 Fort Johnson Road Charleston, SC 29412	843-762-2754 843-762-5228 (fax)	Charleston
	1309	Email: robert_bohnstengel@charleston.k12.sc.us Web: www.jamesislandcharterhs.org		

Lake City College Preparatory Academy (2010)	K-9 Expanding to K-12	Dr. Deloris Brown 1009 East Main Street Lake City, SC 29560	843-374-0128	SCPCSD
	199	Email: brownd14@aol.com		
Langston Charter Middle School (2005)	6-8	Gregory Abel 1950 Woodruff Rd. Greenville, SC 29607	864-286-9700 864-286-9699 (fax)	Greenville
	446	Email: gabel@langstoncharter.org		
Legacy Charter School (FNATCS) (2006)	K-4 (Site 1)	Virginia Burrows 1613 West Washington St. Greenville, SC 29611	864-216-1600 864-272-0241 (fax)	Greenville
	623	Email: vburrows@legacycharterschool.com www.fnatcs.org		
Legacy Charter School (FNATCS) (2006)	5-8 (Site 2)	Frank Powell 900 Woodside Ave. Greenville, SC 29611	864-248-0646 864-272-0241 (fax)	Greenville
	623	Email: fpowell@legacycharterschool.com www.fnatcs.org		
Legacy Charter School (FNATCS) (2006)	9-12 (Site 2)	Ed Roman 900 Woodside Ave. Greenville, SC 29611	864-248-0646 864-272-0241 (fax)	Greenville
	623	Email: eroman@legacycharterschool.com www.fnatcs.org		
LEAD Academy (2010)	5-6 expanding to 5-8	Rodney Johnson 74A Byrdland Drive Greenville, SC 29607	864-770-1790 864-281-1512 (fax)	Greenville
	112	Email: rjohnson@myleadacademy.com		
Lloyd Kennedy Charter School (2002)	5-8	Keisha Lloyd-Kennedy 130 Avery Lane Aiken, SC 29802	803-644-4824 803-641-1155 (fax)	Aiken
	64	Email: kkennedy@lkcs.k12.sc.us		
Lowcountry Leadership Charter School 2013-2014	K – 9 th in 2013-14 K – 12 th by 2016-17	Mache L. Larkin 5139 Gibson Road Hollywood, SC 29449	843-889-LLCS 843-889-5529	SCPCSD
		Email: info@WeAreLLCS.org		
Meyer Center for Special Children (1999)	PreK-K	Louise Anthony 1132 Rutherford Road Greenville, SC 29609	864-250-0005 ext. 204 864-250-0028 (fax)	Greenville
	50	Email: lanthony@meyercenter.org		
Midlands Middle College (2013-2014)	11-12	Carole Fearrington 1260 Lexington Drive Columbia, SC 29170	803-822-3333 803-822-7039 (fax)	SCPCSD
	Email: carolefearrington@midlandsmiddlecollege.com			

Midland Valley Preparatory School (2002)	5K–8	Bette Jean Doggett 2432-A Jefferson Davis Hwy. Graniteville, SC 29829	803-594-1028 803-594-0511 (fax)	Aiken
	171	Email: bjdoggett76@gmail.com		
Orangeburg Consolidated School District Five Charter High School for Health Professions (2012)	9-12	Angel Hightower 3720 Magnolia Street Orangeburg, SC 29118	803-533-6374 803-535-1664 (fax)	Orangeburg 5
		Email: alh04@orangeburg5.k12.sc.us		
Orange Grove Elementary Charter School (2006) Conversion	K-5	John Clendaniel 1225 Orange Branch Road Charleston, SC 29407	843-763-1520 843-769-2245 (fax)	Charleston
	763	Email: john_clendaniel@ogecs.com www.orangegrove.ccsdschools.com		
Palmetto Academy of Learning and Success (2010)	K-8	Courtney Fancher 3530 Pampas Dr Myrtle Beach, SC 29577	843-839-1725 843-839-1726 (fax)	Horry
	145	Email: palmettoacademy@ymail.com		
Palmetto Academy of MotorSports (PALM) (2012)	9-12	Shrie Allen 136 Rodeo Drive Myrtle Beach, SC 29579	843-903-6601	Horry
		Email: Shrieallen@yahoo.com		
Palmetto Scholar’s Academy (2010)	6-8 Expanding to 6-12	Martha Hale 2415 Avenue F N Charleston, SC 29405	843-300-4118 803-300-4123 (fax)	SCPCSD
	237	Email: Martha.Hale@palmettoscholarsacademy.org		
Palmetto School at the Children’s Attention Home (2004)	K–8	Hugh Wilson Post Office Box 2892 Rock Hill, SC 29372 803-328-6555	803-327-8618 (fax)	York 3
		Email: hwilson@CAHcharterschool.org		
Palmetto State E-cademy (2008)	9-12	Dr. Barbara Stoops 115 Atrium Way Suite 200 Columbia, SC 29223	803-227-6670 803-935-0071 (fax)	SCPCSD
	354	Email: drstoops@psecademy.org		
Palmetto Youth Academy (2005)	3-6	Yvonne Brown-Burgess 1209 N. Douglas Street Florence, SC 29501	843-679-7070 843-679-7046 (fax)	Florence One
	54	Email: palmettoyouth@yahoo.com		

Pattison's Academy for Comprehensive Education (2010)	K-8	Robin Hailwood 2014 Bees Ferry Road Charleston, SC 29414	843-556-1070 843-556-6742 (fax)	Charleston
	30	Email: robinhg@pacelearning.org		
Pee Dee Math, Science and Technology Academy (2013)	K-6	Sabina Alexander P.O. Box 697 Bishopville, SC 29010	800-506-5174	SCPCSD
		Email: salexander@pdmsta.org		
Phoenix Charter High School (1999)	9-12	Will McKay 1423 Hotel Street Post Office Box 170 Alcolu, SC 29001	803-505-6800 803-505-6801 (fax)	Clarendon 2
	65	Email: phoenixcharterhs@gmail.com nkroberson@yahoo.com		
Provost Academy of SC (2009)	9-12	Andrea Amburn 400 Arbor Lake Drive Suite B-800 Columbia, SC 29223	803-735-9110 ext. 2100 803-735-9120 (fax)	SCPCSD
	1,050	Email: andrea.amburn@sc.provostacademy.com www.sc.provostacademy.com		
		Email: Dteldridge@rmhs.org		
Richland One Middle College (2004)	11-12	Audrey Breland 316 S. Beltline Blvd Richland Hall, Room 131 Columbia, SC 29205	803-738-7114 803-738-7117 (fax)	Richland 1
	124	Email: abreland@richlandone.org		
Richland Two Charter High School (2010)	11-12	Henry Lovett 750 Old Clemson Road Columbia, SC 29229	803-419-1348	Richland Two
	76	Email: hlovett@richland2.org		
Riverview Charter School (2009)	K-6	Alison Thomas 81 Savannah Highway Beaufort, SC 29906	843-379-0123 917-710-8136 866-669-0442 (fax)	Beaufort
	340	Email: athomas@riverviewcharterschool.org		
Royal Live Oaks Academy (2012)	K-8	Karen Wicks PO Box 1330 Ridgeland, SC 29936	888-288-9667 843-846-1880(fax)	SCPCSD
		Email: kwicks@royalliveoaksacademycharterschool.org		
SC Calvert Academy (2009)	K-8	Laura Blackmore 3700 Forest Drive Columbia, SC 29204	803-462-0254	SCPCSD
	267	Email: Lblackmore@sccalvertacademy.com http://www.southcarolinacalvertacademy.com		

South Carolina Connections Academy (2008)	K-12	Allison Reaves 220 Stoneridge Drive Suite 403 Columbia, SC 29210	1-800-382-6010 803-212-4712 803-212-4946 (fax)	SCPCSD
	2,941	Email: areaves@connectionsacademy.com info@connectionsacademy.com www.connectionsacademy.com		
South Carolina Virtual Charter School (2008)	K-12	Dr. Cherry Daniel 140 Stoneridge Drive Suite 420 Columbia, SC 29210	803-253-6222 803-253-6279 (fax)	SCPCSD
	3,033	Email: cdaniel@scvcs.org www.k12.com/scvcs		
SC Whitmore School (2011)	9-12	Ellen Ray 407 Lexington Ave. Chapin, SC 29036	866-476-6416	SCPCSD
	242	Email: ellen.scwhitmore@gmail.com		
Spartanburg Charter School (2009)	K-6	Dr. John Von Rohr 385 South Spring St. Spartanburg SC 29306	864-621-3882	SCPCSD
	305	Email: johnvonrohr@spartanburgcharterschool.org		
The Apple Charter School (2010)	PreK-6 Expanding to K5-8	Patricia Williams 1101 Camp Rd. Charleston, SC 29412	843-795-6877 843-795-6844 (fax)	Charleston
	126	Email: patricia_williams@charleston.k12.sc.us		
York Preparatory Academy (2010)	K-8 Expanding to K-12	Wayne McIntosh 505 University Drive Rock Hill, SC 29730	803-324-4400	SCPCSD
	723	Email: wayne.mcintosh@yorkprep.org		
Youth Academy Charter School (1999)	7–12	Stephanie Tisdale 711 Tomlinson Street Kingstree, SC 29556	843-355-5424 843-382-5753 (fax)	Williamsburg
	39	Email: sbtisdale@wcsd.k12.sc.us		
Youth Leadership Academy (2012)	6-7 Expanding to 6-12	Patsy Smith 698 Concord Church Rd. Pickens, SC 29671	864-884-7073 864-878-5985 (fax)	SCPCSD
		Email: PATSYS@Clemson.edu		

APPENDIX C

Due Dates For SCDE Reports 2013-2014

Listed below are reports required by the Office of Finance and their due dates. Reports listed below that are identified by a dollar sign (\$) indicate that allocations are based on the information submitted in these reports. To avoid delays in the distribution of the allocations, please ensure that all reports are received in the Office of Finance by the specified due date.

NOVEMBER 1	DEADLINE FOR PCS STAFF UPDATES
NOVEMBER 1	INITIAL MEMBERSHIP/ATTENDANCE 45-DAY REPORT INITIAL STUDENT ACCOUNTABILITY 45-DAY REPORT
NOVEMBER 22	MEMBERSHIP/ATTENDANCE CERTIFY 45-DAY REPORT (\$) STUDENT ACCOUNTABILITY CERTIFY 45-DAY REPORT (\$)
DECEMBER 2	2012-2013 AUDITS AND IN\$ITE
APRIL 2	INITIAL MEMBERSHIP/ATTENDANCE 135-DAY REPORT INITIAL STUDENT ACCOUNTABILITY 135-DAY REPORT
APRIL 30	MEMBERSHIP/ATTENDANCE CERTIFY 135-DAY REPORT (\$) STUDENT ACCOUNTABILITY CERTIFY 135-DAY REPORT (\$) HOME INSTRUCTION REPORT (\$)
APRIL 30	PCS UPDATES FOR 135-DAY FUNDING (\$)
JUNE 30	FLEXIBILITY REQUEST 2013-2014
JUNE 30	FINAL CHANGES TO PCS FOR FY 14 - TECHNOLOGY PROFICIENCY

APPENDIX D – Revenue Chart

(If Project No. and CFDA# are blank, the numbers are not required)

Note: While some of these programs may no longer be funded, they will remain in the table for potential carryover districts may have.

Program Description	Revenue Code	Subfund	Project No.	CFDA #
Medicaid - FY 13-14	0720	200		
Special Needs Transportation	1930	800		
EEDA	3116	926	DL	
EEDA Career Specialists	3118	928		
Student Health & Fitness	3127	937		
Special Contracts	3131	100		
Home Instruction	3132	100		
Child Development Education Pilot Program - CDEPP	3134	924		
Health/Fitness – Nurses	3136	936	FN	
Charter Funding	3138	100		
Lunch Program Aid	3142	600		
Bus Driver Salary	3160	100		
EAA Bus Driver Salary	3161	100		
Bus Driver’s Workers Com	3162	100		
EEDA Transportation	3165	100		
School Building – Regular	3170	500	DA/DB	
Barnwell (Children’s Endowment)	3172	500	DC	
Fringe Benefits	3180	100		
Retiree Insurance	3181	100		
Apple Tags	3193	919		
Kindergarten – EFA	3311	100		
Primary – EFA	3312	100		
Elementary – EFA	3313	100		
High School – EFA	3314	100		
TMH – EFA	3315	100		
Speech – EFA	3316	100		
Homebound – EFA	3317	100		
EH – EFA	3321	100		
EMH – EFA	3322	100		
LD – EFA	3323	100		
HH – EFA	3324	100		
OH – EFA	3326	100		
Vocational – EFA	3327	100		
Autism – EFA	3331	100		
RTF Payments	3350	100		
ADEPT	3502	302		
Arts in Education	3509	309	TF	
Professional Development	3511	311		
Formative Assessment	3518	318		

Program Description	Revenue Code	Subfund	Project No.	CFDA#
Career/Tech – Equipment	3525	325	VA	
Refurbish Science Kits	3526	326		
National Board Certified	3532	332		
Teacher of the Year	3533	333		
Students at Risk of Failure	3538	338		
4-yr-old Early Childhood	3540	340		
CDEPP	3541	341		
High Achieving Students	3544	344		
Teacher Salary Supplement	3550	350		
Fringe Teacher Salary	3555	355		
Adult Education	3556	356		
Reading	3558	358		
Technical Assistance Palmetto Priority	3571	371		
Teacher Supply	3577	377		
HSTW-MMGW-CTCTW	3578	378		
Student Health and Fitness – Nurses	3581	381	IN	
Special Ed – MOE	3585	385		
School Building	3590	500	IF/IB	
Career/Tech – WBL	3592	392	VA	
Aid to Districts	3597	397		
Misc EIA	3599	399		
6-8 Enhancement	3607	967		
K-5 Enhancement	3610	960		
Misc. Lottery	3699	969		
Perkins – Vocational Ed	4210	207	VA	84.048
Title I – Basic State Grant	4310	200	BA/BG/BJ	84.010/84.011 84.013
Title I – Migrant Education	4310	235	BG	84.011
Title I – Neglected and Delinquent	4310	221	BJ	84.013
Title I Section 1003(A) – School Improvement: FOCUS Schools Title I – Support Priority Schools	4310	237 238 239	FO BM BA/BG/BJBL	84.010
Title VI – REAP	4312	251	BS	84.358B
School Improvement Grant	4314	234	BH	84.377A
Charter Schools	4320	252	BI	84.282A
Math/Science Partnership	4325	225	MS	84.366B
English Language Acquisition	4341	264	BP	84.365
Teacher Incentive Fund	4342		TP	
McKinney-Vento Homeless	4343	232	FH	84.196A
Teacher Incentive Fund 3	4348	268	TT	84.374A&B
Improving Teacher Quality	4351	267	TQ	84.367A

Program Description	Revenue Code	Subfund	Project No.	CFDA#
Teacher Incentive Fund 4	4353	262	TF	84.374B
Adult Ed Regular	4410	243	EA	84.002
ESL/Civics	4430	243	ED	84.002
IDEA	4510	203	CA/CG/CO	84.027
IDEA Pre-School	4520	205	CG	84.173
SC Gateways: From Cradle to Careers	4570	233	CQ	
Lunch Snack Milk	4810	600		10.555
Breakfast	4830	600		10.553
Fresh Fruits & Vegetables	4860	600	FV	10.582
Food Service Equipment	4870	600	SE	
21 st Century Learning Ctr	4924	224	CL	84.287
SC School Climate Initiative	4940	240	CP	84.184Y
School Food Service	4991	600		10.553, 10.555, 10.556, 10.582

APPENDIX E

Miscellaneous Revenue Codes and Subfunds:

When allocations to school districts exceed \$500,000 from a single source of funds, a unique revenue code and subfund are assigned to those funds and guidelines for those funds will appear in the Funding Manual produced by the Office of Finance. If total allocations do not exceed \$500,000, miscellaneous revenue coded and subfunds will be used as follows:

<u>Source of Fund</u>	<u>Revenue Code</u>	<u>Subfund</u>
Misc.State Restricted	3199	800 Series *
Misc. EIA	3599	399
Misc. State	3999	General Fund (100)
Misc. Lottery	3699	969
Misc. Federal	4999	800 series *

*Districts choose any subfund available for use in the 800 series.

Index
Alphabetical Cross-Reference

<u>ACCOUNT TITLE</u>	<u>PAGE</u>
<u>A</u>	
ADEPT Program	16
Adult Education (Federal).....	149
Adult Education (EIA)	49
Aid to Districts.....	73
After-School Snacks, School Food Service Program	160
Arts in Education	18
<u>B</u>	
Barnwell Facilities Funds, Children's Education Endowment	97
Basic State Grant Programs, Title I.....	120
Breakfast Program, School	160
Bus Driver Aides, Handicapped Transportation	80
Bus Driver Salary and Fringe, EAA	91
Bus Driver Salary, School	89
<u>C</u>	
Career and Technology Education Equipment (EIA).....	24
Career Specialists	75
Cash in Lieu of Commodities, Food Distribution	160
Charter School Grant, Public.....	132
Charter Schools Act, South Carolina Public.....	12
Charter Schools in South Carolina (Appendix B)	176
Child Development Education Pilot Program (CDEPP).....	40
Child Development Education Pilot Program Expansion.....	83
Children with Disabilities, Preschool (IDEA) Federal Grants	157
Children's Education Endowment (Barnwell Facilities Fund)	97
Commodities, Food Distribution	160
Contract Reimbursement, Handicapped Transportation	80
<u>D</u>	
Disabilities Education Act, Individuals with.....	152
Due Dates for SCDE Reports (Appendix C).....	183
<u>E</u>	
EAA (Education Accountability Act)	11
EAA Bus Driver Salary and Fringe	91
Early Childhood Development and Academic Assistance (Act 135).....	10
Early Childhood Program (4K Programs Serving Four-Year-Old Children)	37
EEDA Transportation	94
Education License Plates	102
EEDA Career Specialists	75
EFA (Education Finance Act)	5

EIA (Education Improvement Act)	9
Employer Contributions, Fringe Benefits	99
Employer Contributions, School (EIA)	48
Enhancement, K–5 (Lottery)	110
Enhancement, 6-8 (Lottery).....	106

F

FOCUS Schools, Title I	126
Food Distribution Program, Commodities.....	160
Food Service Programs, School.....	160
Formative Assessment (EIA).....	23
Fresh Fruit and Vegetable Program	161
Fringe Benefits Employer Contributions	99
Flexibility Procedures (Appendix A)	173

H

Handicapped Transportation—Bus Driver Aides	79
Handicapped Transportation—Contract Reimbursement.....	80
High Achieving Students	43
High Schools That Work/Making Middle Grades Work (EIA)	61
Home Schooling	82

I

IDEA (Individuals with Disabilities Education Act)	152
Improving Teacher Quality	142
Individuals with Disabilities Education Act (IDEA)	152

J–K–L

Language Instruction for Limited English Proficient and Immigrant Students, Title III	136
LEP (Limited English Proficient)	136
License Plates, Education	102
Lunch Program Aid, School.....	88

M–N

Mathematics and Science Partnerships Program, Title II.....	134
McKinney-Vento Homeless Education Assistance Act.....	138
Medicaid Overview	14
Miscellaneous Revenue & Subfund Codes (Appendix E).....	187
Migrant Education, Title I.....	122
National Board Salary Supplement	31
Neglected and Delinquent, Title I	124
Nursing Program (EIA)	77
Nursing Program (State)	86

P

Palmetto Priority – Technical Assistance	57
Perkins Aid, Title I	116
Preschool Grants (IDEA), Federal.....	157
Priority Schools, Title I.....	126
Professional Development	21
Public Charter School Grant.....	132
Public Charter Schools Act, South Carolina	12
Public Charter Schools in South Carolina (Appendix B).....	176

Q–R

Reading.....	55
Refurbishment of K–8 Science Kits	29
Residential Treatment Facilities (RTF).....	103
Retiree Insurance	101
Revenue Chart (Appendix D)	184
Rural and Low-Income School Program, Title VI	128

S

School Building Aid, State	95
School Bus Driver Salary (Includes Hazardous Condition Transportation)	89
School Climate Initiative	170
School Employer Contributions (EIA)	48
School Food Service Programs.....	159
School Improvement Grants.....	130
School Lunch Program Aid.....	88
Special Education (MOE – State Allocation).....	66
Student Health and Fitness – PE Teachers	77
Student Health and Fitness - Nurses (EIA).....	64
Student Health and Fitness - Nurses (State).....	86
Students at Risk of School Failure	34
Support, Title I	126

T

Teacher of the Year Awards.....	33
Teacher Incentive Fund 3.....	140
Teacher Incentive Fund 4.....	147
Teacher Salary Increase	46
Teacher Supplies	59
Title I, Basic State Grant Programs	120
Title I, FOCUS Schools	126
Title I, Migrant Education.....	122
Title I, Neglected and Delinquent	124
Title I, Perkins Aid	116
Title I, Priority Schools.....	126
Title I, Support	126
Title II, Mathematics and Science Partnerships Program.....	134

Title III, Language Instruction for Limited English Proficient And Immigrant Students	136
Title IV, 21st Century Schools, 21st Century Community Learning Centers Program.....	164
Title VI, Rural and Low-Income School Program	128
Transportation, Handicapped—Bus Driver Aides	79
Transportation Bus Driver Salaries.....	89
Transportation, Handicapped—Contract Drivers.....	80
Transportation Workers' Compensation	93

U-V-W-X-Y-Z

Work-Based Learning.....	70
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